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ABSTRACT

An ESEA Title III program to improve leadership capabilities of educators was conducted in both actual and model school settings during 1966-69. Participants included staff personnel, consultants, administrative and teaching personnel from cooperating school districts, and board of education members from a consortium school. This report discusses the program rationale as related to institutional change, and defines the major purpose as improvement through training in leadership skills for educators who occupy change agent roles. Major activities and components of the program are described. The report concludes with recommendations for future programs and an evaluation of the success in developing leadership skills among program coordinators and leadership workshop participants. (JK)

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OE/BESE
TITLE III

A
SUMMATIVE REPORT
OF
THE LEADERSHIP TRAINING PROGRAM

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and

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LEADERSHIP TRAINING PROGRAM

for

The Elk Grove Training and Development Center
E.S.E.A. Title III
1706 West Algonquin Road
Arlington Heights, Illinois 60005

Gloria Kinney, Director

June 1969

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OVERVIEW OF THE PROGRAM

Leadership Training Program

Components

1. Activities
    a. Demonstration services occured only during the Center's second year of operation. Leadership Training sessions for Model Program Coordinators were conducted on Monday and Friday afternoons at the Center. Educational leaders of the community were invited to observe these activities.
    b. The training services consisted of seminars and workshops in which a variety of skills and strategies for educational leaders were presented and practiced.
    c. Consultants from universities, other educational agencies, and cooperating schools assisted the program coordinators during some training sessions and provided occasional in-service training for the coordinators, themselves.
    d. Payment for released time for program participants was negligible because more administrators than teachers were involved in the program during the school year. Stipends were allowed for teachers who were summer workshop participants.
2. Personnel
    a. Producers
        1. Coordinators
            (a) 1966-68 (Leadership Training Program) Beecham Robinson
            (b) January - September, 1968 (Area In-Service Training Program) Jean Griffith
            (c) October - June, 1968 (Leadership Training Program)
                (1) Lolita Buikema - Training Consultant
                (2) Ron Hager - Assistant Training Consultant

2. Secretaries

   (a) Betty Gilmore and Carolyn Worthing -- secretaries to Mr. Robinson

   (b) Catherine Ekkebus and Ann Kramer -- secretaries to Mrs. Griffith

   (c) Linda Weghorst -- secretary to Mrs. Buikema and Mr. Hager

3. Evaluators

   (a) Rose Mary Hubal -- March 1967 - January 1968

   (b) Dr. Harold Collins -- January 1968 - June 1968

   (c) Dr. Wesley Many -- September 1968 - June 1969

b. Consumers

There were four distinct populations served by the Leadership Training Program.

(1) Model Program Coordinators from the Training and Development Center

(2) Administrators and leadership personnel from cooperating school districts

(3) Teachers from cooperating schools

(4) Board of Education members from a consortium school

Location

1. The offices of the training consultants were located in the Elk Grove Training and Development Center, 1706 W. Algonquin Road, Arlington Heights, Illinois.

2. Conference rooms for workshops were located in areas convenient to the system being served. Typical examples are:

   a. Meeting room at the Center

   b. Teachers' lounge in school building

   c. Conference room in motel or Y.M.C.A.

   d. Board of Education room in school administrative center

RATIONALE

Background and History

Dramatic disturbances and upheavals are caused by such unplanned natural phenomena as the earthquake, flood, fire, wind, and temperature changes. These disturbances destroy and alter the familiar, they expose new natural features: they change the existing imprint and the final result may be beautiful or ugly. The consequences, related to man, are hard to predict because the initial disturbance is unplanned and uncontrolled disturbances in the forms of war, riot, hunger, and human suffering. People are raising questions and looking back for the answers when the answers to the consequences of unplanned changes in society may really lie in the future and what the future will be, cannot be left to chance. The future must be looked at and must be of major concern to the "establishment of education."

In the United States, our system of government allows man to progress. Technically and socially he has maximum opportunity to invent things that are bigger, better, and faster; but in the process something happens to man the individual, and man as he relates to others. It is this consequence that is difficult to handle. The solution of social problems yet undetermined must be discovered by creative, concerned people, yet uneducated by a system still undesigned.

Educators know this--they work hard at its solution; they develop hardware and software; they invent new ways to organize staff and students. They design flexible, comfortable buildings, they philosophize about the who and what and they develop new curricula and teaching-learning strategies--and still the job does not get done. We build change systems, change strategies, change models; we study the organization, the communications and the personalities and finally we put together the whole concoction in an attempt to change--but in the long run, we have not accomplished much.

The condition of persisting is an interesting concept, mostly because it happens to be counter to change--the 180-degree position from change. Virgil Blanke [1] suggested that this concept, persistence, is a condition in which the advocate maintains the status quo. Thus, when one talks about change he also considers persistence because either persistence ~~of~~ or change comes from two very unique and interesting human traits. One is the ability to look ahead and design his own activity on the basis of past action, simply the ability to think. The other is the defense mechanism known as rationalizing--we seldom face up to our situation and plan ahead. We usually rationalize.

Rationalization and persisting have prevented "the education establishment" and industry from having the desired total effect. As John Goodlad suggests: "One often gets the almost eerie impression of huge clouds of educational reform drifting back and forth from coast to coast and only occasionally touching down to blanket an actual educational institution" [2].

This failure to "touch down" on educational institutions is not because educators have not tried. On the contrary, as suggested earlier, much has been done. Millions of dollars of federal, state, and local monies have been invested in the invention, dissemination, and implementation processes. Why then does considerable failure still seem to appear in the change process? The cause probably lies in the avoidance of the HUMAN VARIABLE in the change process. People, researching, discovering, inventing, and implementing, find it relatively easy to deal with "things" rather than people. People, being such complicated elements, are often overlooked or avoided.

There are several alternative suggestions for moving people to new behavior, that is, a new way of doing something that assumes to improve the learning-teaching process. One alternative widely used, but seldom admitted, is the coersive tactic. This tactic is simply to move to an innovation by administrative edict. The administrator values the change and forces its acceptance through some coersion, implied or direct. There are many who argue that this is the quickest and most effective way to implement innovations. There is a reason to believe, however, that the method has shortcomings.

The human being is a homeostatic animal whose behavior tends to stay compatible with his beliefs and attitudes. When beliefs and attitudes match behavior, homeostatis is achieved, when they do not match there is dissonance (tension, disturbance, discomfort, friction). Therefore, when people are forced, through coercion, to change their behavior the tendency is to do so with considerable tension and frustration. The alternative move is a "drift" back to behavior that matches their belief as soon as the coercion is relaxed. The general answer, then, seems to work on the process of changing beliefs and attitudes, that is, helping people "think through" the need for change. Thus, dissonance is removed because the attitude or belief matches the new behavior.

A typical suggestion for changing people's attitude and belief is to get them involved. The suggestion is made, in fact, that people should be involved in problem definition, solution derivation, policy planning, decision making, and implementation. This approach has been tested in both experimental and operational settings and it seems to work -- part of the time. There are also some humane bases for this principal, namely, that human beings have worth and dignity, they should be involved in decisions affecting them, and that it is good for morale to work with people rather than to "tell them what to do."

The complaint is prevalent, however, that people do not want to be involved. When asked to be involved, the response is often apathy or apprehension. Some, in fact, find security in being told what to do to satisfy a superior and thus be assued of a "paycheck" with a minimum of conflict. The result is a surface change, often misunderstood and creating internal dissonance.

There are two suggested and related causes for this, which, if correct, can also lead to some reasonable solutions to the problem that "people really don't want to be involved." The first possible cause is a psychological concept called imprinting. This concept is based on experiments conducted by an Austrian zoologist, Konrad Lorenze, who found that goslings hatched in his presence rather than the presence of a mother goose followed him about as though he were their mother. Thus it has been suggested that the early experiences of animals (including man) have a profound effect on their adult behavior. The family unit, particularly the mother and father, fix upon the child a lasting imprint and therefore he receives a circuitry that tells him many yes and no, either-or ideas about life and death and fear of authority [3].

Beyond the individual it has been suggested that cultures, in their infancy also receive social imprints, which can only be changed through a very traumatic experience for the whole society or culture.

If involvement is not a typical childhood experience and obedience to or fear of authority is, then it becomes understandable why people shy away from involvement. The notion that people possess this particular imprint is used to advantage in controlling families, schools, churches, and businesses and is reinforced by knowledge that obedience will be followed by a satisfying state of affairs, that is, a payoff. Why, then, should people become involved? Being involved, generally speaking, has not produced "payoffs" and thus when attempts are made to involve people the response is often shallow, apathetic or fearful.

The answer to the problem seems to lie in an organization in which deliberate attempts are made to provide an environment in which involvement does produce a satisfying state of affairs. One cannot wish for involvement or order involvement, but one can, through an educative process, cause people to learn involvement. This process takes time, but in the long run it is time well spent. This process must become part of the in-service content and be achieved prior to the involvement for a specific change purpose.

Imprinting causes another problem in change systems--the fear of authority and thus the fear of failure. We live in a society that has a powerful success orientation. Typically, we are trained to "be right" to "avoid errors" to receive "payoffs" for perfection. It is not a simple task then to move people to change, when the change may result in failure. Many people will not move at all rather than move and risk failure. Again a question must be asked, why risk failure, when obviously success always receives the "payoff?" This is a powerful imprint, difficult to break through.

There are several other ssumptions, though frequently not admitted, that seem to be the basis for change actions but in reality set up barriers. The Leadership Training Program argues that these assumptions are not generally correct, and therfore cause problems in changing people and likewise education.

The first is based on a kind of rationale or assumption that "variety is the spice of life," and leads simply to the notion that people like to change in education. Advertisers take advantage of this notion by emphasizing the new and different. Wander through a department store or a super market and note the response to newness -- the "new" soap, the "new" toothpaste, the "new" foods, etc. We talk about the new look and we all like new cars and new clothes. There seems to be a limit, however, as to how far people will go in their striving for the new. Newness is acceptable when it "shows" or when it deals with the materials. It is quite a different matter, however, when newness must alter a way of behaving, of acting and reacting to human beings, of reorganizing family, business, or school systems and time and space relationships. The notion seems to be, "I will wear a new suit or drive a new car, but please be careful of my organized job and personal life pattern."

We therefore, cannot assume that because people like new "things" they will automatically want to change to new modes of operation in regard to educational systems and learning-teaching strategies. Typically, people try to organize their behavior into some orderly pattern, comfortable to themselves. As the pattern becomes more and more a part of their way of life, they become more and more reluctant to change the pattern.

Therefore, we must assume that they do not want to change, that change causes discomfort and that they must somehow become inclined to change through a deliberate alteration in their attitude or belief.

Another assumption which is difficult to deny, suggests that democratic processes are essential to causing change. This obviously is closely related to the notion of involvement. Again, the principle appears to fail -- democratic processes seem to cause undue delay, annoy people, and at times threaten people. This failure may be due to some weak or incomplete assumptions upon which democratic processes are based: (1) Man is a rational animal and if given all of the facts he will make the right and rational decision; (2) feedback systems (communications) function efficiently enough so that members of a democratic organization will make good and right decisions; and (3) that whatever the group decided (concensus) is automatically right. Man may be rational, but he also functions in an "affective domain." The affective realm of man may cause him to behave in a manner quite irrational and illogical and thus "possession of the facts" may be of little value as a source for decisions that will benefit himself and others in a democratic system.

Feedback systems break down and thus many of the participants in a "democratic" organization may not have any data, let alone correct data upon which to react rationally. Therefore, the success of a democratic process is a function of the success of the feedback system which may in reality have many broken lines.

A very crucial link is human understanding of human beings. Administrators and change agents must clearly understand the human variable and strive to create an enviornment in which involvement, newness, and democratic processes result in worthy "payoffs" for all concerned.

The purpose of the Training and Development Center was to nurture innovation, to facilitate change and improvement in education, especially in the school systems of the local area. Several model programs were produced which offered demonstration and/or training in new instructional techniques. These services were designed to disseminate the use of specific new instructional techniques as well as to stimulate an attitude of inquiry and acceptance of the need to change. The Training and Development Center functioned in the role of a change agent for a group of cooperating school systems.

One useful pattern for thinking about change in an organizational setting is to see present behaviors not as static habits or patterns, but as the dynamic balance of forces working in opposite directions. Change takes place when an imbalance occurs, when some new driving forces are added to a situation, or when some existing restraints are reduced, or when these two strategies are reduced, or when these two strategies are combined. In general, if the first strategy only is adopted, the tension in the system is likely to increase. Increased tension means an increase in instability and the likelihood that irrational, rather than rational responses will be made to attempt to induce change.

Analysis of this model of change points to several basic principles for effecting lasting institutional changes:

1) To change a sub-system or any part of a sub-system, consideration must be given to relevant aspects of the environments which will be affected by the change.

2) To change behavior at any one level of a hierarchial organization, it is necessary to achieve complementary and reinforcing changes in organization levels above and below this level.

3) The place to begin change is at the points in the system where some stress already exists. These points give rise to some dissatisfaction with the status quo which becomes a motivating factor for change in the system.

4) If thorough-going changes in a hierarchial structure are

> desirable or necessary, change should ordinarily start with the policy-making body. Sanction by the ruling body lends legitimacy to a proposed change. The informal organizational structure must also be considered in planning changes.

The Training and Development Center, through its model programs, dissemination efforts, evaluation, training services, and conferences, added driving forces aimed at changing the educational system. If meaningful, lasting changes were to take place in the educational programs of the area as a result of these additional forces, some of the resisting or restraining forces which reinforce existing behavior patterns had to be diminished. The services outlined in the remaining sections of this report were produced by the Training and Development Center to facilitate planned educational changes in the schools of the local area and, in particular, to aid the schools to consume more effectively the services already being produced by the Center.

The services of the Leadership Training Program were directed toward two groups of consumers: Model Program Coordinators and leaders of continuing education in cooperating school systems. MPC's were the first group to be involved in the program. Training opportunities were extended to school personnel when the Area In-Service Training Program began during the second year of the Center's operation.

The Associate Director of the Center coordinated training activities for MPC's during the first two years. He was responsible for developing a curriculum and obtaining resources in order to create a learning environment for the personnel who were to manage change in education.

From the conception of the idea of the Center, this program for the professional staff was considered to be vital. Consider the persons who were staffing the role of Model Program Coordinator. Many of these people were taken from the educational field as teachers in innovative programs. Their work with children or with fellow teachers was one of the areas which recommended them for this position, but most of them had not experienced being a leader of professionals or of adult learners. It was obvious that some form of training was necessary to enable them to grasp skills, techniques, and methods that would be effective when training and consulting with adults.

As the Center's operation progressed, many area administrators requested training similar to that of the MPC's. To be responsive to this need, an adjunct program was formed to provide consultation and treatment services. A full time training consultant was hired to accomplish these tasks.

The MPC Leadership Training Program and the Area In-Service Training Program merged under the coordination of the Training Consultant for the Center's final year. An assistant training consultant was hired to allow more organizations to participate in the program. It should be noted here that during this final period, the MPC's involvement was negligible because they were concentrating efforts in their field-work. The emphasis shifted to working with leadership personnel in a larger consortium area.

The preceding paragraphs have given the rationale and a brief history of the Leadership Training Program of the Elk Grove Training and Development Center. The following sections of this report will describe, in detail, the attempts to bring about a readiness or atmosphere for change in our schools.

Supporting Documentation

1. Norman Hearn, Acting Assistant Director of the Division of Plans and Supplementary Centers, United States Office of Education, stated that whether or not strategies for educational change are really diffused will depend on the superintendent's concept of his "seedbed" and his willingness to become the true social scientist. He referred to Egon Guba's remark that dissemination's real test is the extent to which information has affected the behavior of key targets. Another reference was made to Carl Roger's recommendation that administrators receive intensive training in interpersonal relations to help their organizations adapt to change [4].
2. A review of the literature dealing with the development of group cohesion through group process training follows:

   All of the relevant group development studies see the stage of conflict and polarization as being followed by a stage characterized by the reduction of the conflict, resolution of the polarized issues, and establishment of group harmony in the place of disruption. It is a "patching-up" phase in which group norms and values emerge [5].

   Hearn [6], Miles [7], and Thelen and Dickerman [8] identify a stage characterized by attempts to resolve conflict and the consequent development of group cohesion and mutual support. Semrad and Arsenian [9] and the Tulane studies [10] each describe two phases in their temporal sequences which would be included here. In the case of the former, their first cohesion phase is characterized by group cohesion processes and their second by the development of affection bonds; in the latter, the first cohesion stage features the emergence of structure, roles, and "we-feeling," while the second features increased group identification on a conscious level and vacillation in role acceptance. Whitman [11] talks about a middle phase, following conflict, described as the development of a new group culture via the generation of norms and values peculiar to the group as an entity. Bradford and Mallison [12] describe this period as one of reorganization, in which reforming and repair take place and a flexible organization emerges.

Bradford describes a stage in which the group norm of "openness" emerges, and another stage in which the group generates additional norms to deal with self-revelation and feedback. Furthermore, Bradford identifies a third stage as one of developing a group climate of permissiveness, emotional support, and cohesiveness in which learning can take place. This description would appear to subserve both interpersonal and task realms [13].

Bennis and Shepard describe a period in group work in which resolution of authority problems occurs, followed by smooth relations and enchantment as regards the interpersonal sphere of group functioning. Finally, they mention increasing member responsibility and changing roles in which a definite sense of structure and goal orientation emerge in the group [14].

Herbert and Trist identify a process labeled as execution, in which the group settles down to the description of a single basic problem and learns to accept "the examination of what was going on inside of itself as a regular part of the task...."[15]. Stock and Thelen describe the groups showing a new ability to express feelings constructively and creatively. While emotionality is still high, it now contributes to work. While the social function is to cause a unique and cohesive group structure to emerge, the task function is to attempt to use this new structure as a vehicle for discovering personal relations and emotions by communicating heretofore private feelings [16].

Bradford sees the group becoming a work organization which provides member support, mutual acceptance, and has strong but flexible norms [13]. Hearn discusses mutual acceptance and use of differences in the collaborative process [6] while Miles sees group structure as tending "to be functional and not loved for itself alone" as it was in the earlier stage. The support function is further emphasized by Miles when he says, "in groups where the interpersonal bonds are genuine and strong...members give one another a great deal of mutual evaluative support, which seems to be a prime requisite for successful behavior change"[7].

Semrad and Arsenian describe a final phase of productive collaboration [9], while Thelen and Dickerman identify the group as an effective social instrument during this period. They see, as one group function occurring during the final two meetings, the sharing and refining of feelings through the group process [8].

Bennis and Shepard see the stage of group cohesion being followed by another period of conflict, in which the issue is intimate social relations versus aloofness. The final stage is then one of consensual validation in which group interpersonal problems are solved and the group is freed to function as a problem-solving instrument [14].

The Tulane studies describe the stage following the emergence of cohesion as one in which behavior roles become dynamic, that is, behavior is changed as a function of the acceptance of group structure. An additional stage is also identified in this study in which structure is institutionalized by the group and thus becomes rigid. Perhaps this stage, not identified by other researchers, would most apply to groups with a long or indefinite group life [10].

3. Support for the small - group approach to organizational development can also be found in the Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa.

Group standards are an expression of shared attitudes and beliefs. They reflect the cultural heritage of the members and influence the group thinking and behavior. Group standards also change as a result of interaction within the group and external influences.

The leader who is interested in improving staff performance must take group standards into account. Instructions and appeals which ask individuals to perform in ways which violate the group standards and expectations, or are too removed from them, tend to have little impact. Normally, the leader must work within the framework of the group standards and exert influence in the direction of changing them.

Bringing about new group standards involves building group strength in order to bring about new attitudes, beliefs, and practices. In such attempts the leader himself plays a central role. He sets the tone and determines the quality of the interaction through his willingness to permit and facilitate public discussion of problems. His attitudes, in large part, determine the degree to which the implicit standards and private discussions about the work and working relationships can be made the subject for general examination and evaluation. He must be ready to encourage and facilitate examination of his own role behavior if members are to feel free to examine one another's activities as well.

A group grows in strength through examination of both task and process problems. The growth can be evaluated in terms of dimensions which reflect ways of collecting and organizing data about the interaction which takes place.

Through the process of group examination and discussion, the task tends to become a common one in which all members invest feelings and with which all may be identified. In exploring the problems of working together, it is necessary to examine the negative as well as the positive feelings. Many negative feelings tend to become dissipated when expressed. If there is unfair negative criticism, other members tend to examine and answer it as the group becomes stronger. Thus the group tends to become more autonomous and responsible, and new group standards which are appropriate to the specific situation emerge [17].

PURPOSE

Purpose of the Program

1. Values, Beliefs, Assumptions -- Experiments and studies over the past 50 years have convinced many behavioral scientists that our organizations are inefficient in realizing the potential of their human resources, that they function on the basis of incorrect assumptions about the nature of man, and that they tend to limit the growth of the persons who work in them. The Leadership Training Program has attempted to help educational systems meet that challenge.

   Using knowledge and techniques from the behavioral sciences, the Leadership Training Program has attempted to integrate individual needs for growth and development with educational goals and objectives in order to make a more effective organization. Some of the assumptions which underly the theory and methods of leadership training are listed below:

   a. Work which is organized to meet people's needs as well as to achieve organizational requirements tends to produce the highest productivity and quality of production.

   b. Individuals whose basic needs are taken care of do not seek a soft and secure environment. They are interested in work, challenge, and responsibility. They expect recognition and satisfying interpersonal relationships.

   c. People have a drive toward growth and self-realization.

   d. Persons in groups which go through a managed process of increasing openness about both positive and negative feelings develop a strong identification with the goals of the group and its other members. The group becomes increasingly capable of dealing constructively with potentially disruptive issues.

e. Personal growth is facilitated by a relationship which is honest, caring, and non-manipulative.

f. Positive change flows naturally from groups which feel a common identification and an ability to influence their environment.

g. Leadership is a personal relationship with a group of people and its effectiveness depends on one's depth and understanding of one's colleagues.

h. Significant development of organizational goals can best be established when most or all members participate in the decision-making process.

i. Effective leadership must involve a continually growing awareness of one's personal behavior and how it affects others.

j. Leadership involves a constant reappraisal of decisions because of the rapid change of knowledge, awareness, and complexity of human values.

k. Group involvement with an in-depth level of communication provides an atmosphere for sound decisions.

2. Promise for Educational Change -- The Training and Development Center's purpose was to introduce and institutionalize change through the training of teachers and supervisors in innovative

methods and materials. It became apparent rather quickly that training in the content areas was not enough to accomplish this. Unless attention was also given to the human-relations dimension of the training process as well as that of the receiving organization, lasting change was unlikely to occur.

The Leadership Training Program worked first with Model Program Coordinators who were the first-line contact when a teacher-in-training confronted a new idea. The MPC's, themselves, had only recently been classroom teachers. In their new role they were required to (1) advertise and manage an innovative program so that it would be attractive to teachers, and (2) create and maintain a training climate which was conducive to teaching skills and individualized to the participants' needs. MPC's were faced with reorientation of goals, new areas in which to gain confidence, and a different learner population.

This situation is not unlike that which any educational organization encounters when its lines of authority are altered, when different personnel assume leadership responsibilities, when new programs are introduced, or when it is realized that effective communication patterns must be initiated and maintained with related agencies (boards of education, community groups, etc.).

This inservice program helped to equip model program coordinators for their new roles and then expanded to provide similar training for leadership personnel in cooperating school districts.

The model which this program suggests (including assumptions, strategies and evaluation) could become a vehicle for managing change in any educational organization.

Objectives of the Program

1. The program was originally concerned about providing training for the Center's Model Program Coordinators. Training was designed to provide the following Leadership skills:
    a. Demonstrating sensitivity to other people
    b. Communicating and interacting with adults
    c. Demonstrating alternative styles of group leadership and understanding their situational application
    d. Teaching problem analysis to others
    e. Understanding various techniques of self-assessment and being able to teach self-assessment to others.
    f. Demonstrating skills in managing change, such as:
        (1) Analyzing motivations and relationships implicit in the client-consultant process
        (2) Helping teachers become aware of the need for change and the self-assessment process by:
            (a) Collaboratively diagnosing (with the teachers trained in his model) the current situation, behavior, understanding, feeling, or performance to be modified in the actual school situation.
            (b) Deciding upon a problem involving others in the decision, and planning action.
            (c) Carrying out the plan successfully and productively.
            (d) Evaluating and assessing progress, methods of working, and ability to relate to other people.

2. None of the above objectives was abandoned as unworthy, but the scope and sequence of the program was altered due to the following:
    a. As the MPC's developed leadership skills, it became less urgent to provide training, and more important to allow them to use their time and abilities in their various programs.
    b. At the half-way point of the Center's existence, an adjunct program (Training Consultant Program) was formed. This program attempted to provide similar training opportunities for leaders in cooperating school districts. For six months, the two programs operated independently, but as the Center began its final year of operation, the programs merged.
    c. The Training Consultant became the director of the new Leadership Training Program. This change in personnel influenced the direction of the program.
3. The objectives, as they were finally formulated, apply not only to the Center's MPC's, but to all educational leaders who became participants in the program.
    a. The school or district represented by the participants in the program will move toward creating an open, problem-solving climate within its organization.
    b. Those individuals, informed and concerned about a problem area will participate in the decision-making and problem solving process relative to that given problem.

c. Trust will be built among individuals and groups throughout the school system.

d. Competition will be made more relevant to work goals and collaborative efforts will be maximized.

e. Leaders will manage according to relevant objectives rather than according to "past practices" or according to objectives which do not make sense for their area of responsibility.

Relation of the Leadership Training Program to the Basic Questions of the Training and Development Center

In order to understand the relationship between the objectives of the Training and Development Center and the Leadership Training Program, we include a statement of these objectives as found in the Center's Policy Statement:

1. To build more effective working relationships among the several school districts served by the Center and between the districts and various outside agencies, including the office of the Superintendent of Public Instruction, universities, various groups of the federal government, industry, and private schools.
2. To nurture innovative projects within cooperating schools* that reflect
    a. educational needs of the area,
    b. available research findings, and
    c. demands of the nation as expressed through Congress and other legitimate groups.
3. To support active dissemination of innovations (that meet the criteria listed in "2" above) through activities that include demonstrations, continuing education for professionals, confer-

ences, and other approaches.

4. To provide various services that meet these criteria and which
    a. are more economically provided through the Center, and
    b. do not constrain local district programs.
5. To support continuous evaluation of all projects and innovations with which the Center is associated.

*"Cooperating schools" are defined to be the schools in the consortium as well as schools who participate in the Center's activities as consumers of service.

Through the Leadership Training Program, administrative staffs became aware of strategies such as systematic methods of problem solving, group decision-making, data-gathering and the seeking of appropriate resources. These skills were practiced by school leaders within their own districts and then were carried over to inter-district situations. The viability of these new leadership skills produced meaningful working relationships among cooperating school districts and their supportive agencies.

Of all the programs which the Center sponsored, the Leadership Training Program most readily performed the "nurturing" task. Through its workshops and seminars, administrators and teachers in a leadership capacity were able to confront attitudinal changes which were vital to the adoption of innovative projects. Without the support and encouragement provided by school leaders, many teachers trained in our model projects might not have had the courage to attempt the new program in his own school or certainly not persist with it. The Leadership Training Program paid attention to the seedbed where the innovation had to grow.

Dissemination of innovations becomes meaningful when the process occurs at a personalized, in-depth level. School leaders who are aware of the human relation factors involved in change are now likely to create an atmosphere in which new ideas can be diffused. Participants from Leadership Training Workshops were able to do this.

According to the evaluative data interpreted in the final section of this report, local district programs were enhanced and augmented through the Leadership Training Program. There was little feeling of constraint or competition.

In addition to the five general objectives of the Center, several other basic questions persisted as areas of major concern. One question of high priority asked whether or not participants in a program became more willing to expose and study their own behavior as a result of their involvement. A goal and major process of the Leadership Training Program was to help participants examine their behavior as executed in the role of the leader, and to assist them to plan strategies for implementing any desired behavioral change.

Changes in role perceptions took place as the participants began to view their leadership task as something other than the traditional authoritarian role. It was rather one of providing support to their staffs, seeking out appropriate resources for training and program implementation, creating an environment where new ideas could flourish, and promoting group decision-making.

Specific skills and habits acquired as a consequence of the training received through this program are:

1. Problem solving techniques
    a. Analysis of complicated situation and isolation of pertinent factors.
    b. Stating problems so as to achieve productive solutions.
    c. Evaluation of future consequences of alternative solutions.

2. Kind of understanding which blends intellectual capacity, perceptivity, and common sense.
3. Capapcity to listen responsively and responsibly, for purposes of situational diagnosis.
4. Interpretation of facts - both objective, verifiable data and facts of feeling, as interactive variables to be reckoned with in human situations.

ACTIVITIES

Leadership Training Program

The Leadership Training Program provided a learning environment for adults who were educational leaders either in model program settings or in actual school situations. Throughout the three-year history of the Training and Development Center, the Leadership Training participant population varied. However, the emphasis with all groups was similar; that was, to supply a safe setting in which participants could learn and practice skills to improve the effectiveness with which they influenced other educators. Each training session attempted 1) to proceed from the needs of participants, 2) to suggest ideas which had transfer value to job situations, and 3) to provide resources for follow-up.

The initial Leadership Training Program met on Monday and Friday afternoons at the Center. This program was designed primarily for Model Program Coordinators who assumed the new role of change-agent in their particular curriculum area. In addition to these two half-day sessions, the coordinator was accessible to the participants as a consultant in their individual program.

Other participants who were members of this group on an irregular basis were the Center's evaluation team and staff from local demonstration projects. All participants were involved in disseminating new ideas and promoting the change process in a particular school, district, or instructional area for these sessions according to the concerns of the participants. The following list includes some of the topics around which the activities centered.

1) Introducing self-assessment in a manner that makes it highly acceptable.
2) Using self-assessment to reduce resistance to evaluation.
3) Developing techniques for audience involvement.
4) Practicing observation techniques.

5) Improving ability to give and receive feedback.
6) Using the feedback.
7) Developing the role of small group leader (discussion).
8) Understanding "self actualizing".
9) Changing types of information with different group sizes.
10) Improving skills in problem solving.
11) Developing a relationship to other leaders and subordinates that shows a group is working together.
12) Practicing complimenting adults and giving constructive criticism to adults.
13) Practicing adapting some of our training to "real" consulting situations.
14) Learning to use the CERLI MATRIX.
15) "Brainstorming" and its implementation.
16) Using the data from Flanders' for change.
17) Managing pre-conceived ideas so that they don't interfere with other people's ideas.
18) Accepting the consequences of decisions.
19) Practicing listening.
20) Deciding when to intervene and when to stay out.
21) Trusting feelings.
22) Willing to ask questions when uninformed.
23) Caring for others (visitors, trainees, demo teachers, kids, secretary).
24) Judging what needs changing and what doesn't.

To facilitate accomplishments of these goals, small group methods were used. Simulated situations with role-playing often provided the background for the participants to try out new behavior patterns and receive feedback concerning their effectiveness. The first four samples in the Appendix, Part B, illustrate this procedure.

Other components of the program were sensitivity training, problem diagnosis, micro-teaching and supervision, self-assessment including use of video-taping equipment, role clarification and analysis of leadership style. These activities are described in detail in the Appendix, Part E.

An area inservice training program was added to the Center's services in January of 1968. This program focused on the leadership needs of the administration and teachers of cooperating school districts. Requests for these training programs could not be answered by the existing leadership training sessions because of their particular population and focus. Several kinds of groups were identified as having potential interest in becoming involved in training opportunities to be offered through the T & D Center. These groups included:

1) staffs of individual school buildings, 2) small groups of teachers and/or administrators with a common task, such as team teaching, staff development, or negotiations, 3) curriculum coordinators of a district, 4) Boards of Education, 5) those responsible for introducing and implementing an innovation into a school system, 6) informal association groups, such as the AACC or the superintendents groups, 7) the administrative staff of an individual school district, or 8) department needs.

Workshops for principals were held during the spring which dealt with the use of micro-teaching as a supervisory technique. An institute in staff development and organizational improvement was presented in the summer which was attended by teams of teachers and administrators from several school districts. Agendas and participant lists will be found in the Appendix.

Consultants were brought into these workshops who had specific skills in the topic area. In some cases, Training and Development Center staff members received training from these consultants so that they could be used as associate staff members at area workshops.

The coordinators of both programs were in constant communication with training specialists across the nation. They also enrolled in a variety of training programs to increase their own knowledge and skill in dealing with the problems of leadership. This growing expertise plus the ability to be sensitive to the concerns of participants promoted the development of both programs.

Dissemination activities were simple. A letter announcing a workshop was usually sufficient to insure capacity enrollment. Released time funds for teachers were available when workshops were held during the school day, and stipends were paid to teachers who attended summer sessions. Attitudes and skills were diffused - either positively or negatively - by the participants' behavior in their actual job situations. Both coordinators made themselves available to participants as follow-up consultants.

In September of 1968, the programs merged. As was described earlier in this report, the emphasis shifted to providing leadership training mainly to school personnel rather than to model program coordinators who were focusing their attention on expanding their own programs during this final year of the Center's operation. The Training Consultant worked closely with the Director, Associate Director, and other members of the Center's staff to provide general direction for all training activities undertaken by the Center.

The training consultants, upon request, assisted organizations (school administrators, board of education members, teachers, model program coordinators, etc.) in planning and implementing in-service programs which were appropriate to their concerns. The following description reflects a typical sequence of activities within the leadership training program.

(1) One day micro-workshops designed to assist educational leaders to examine their roles and to develop a continuing in-service program which was appropriate to their changing leadership positions.

(2) Two to five-day workshops which built on the one-day experience by providing more intense training in examination of the leader role and his relationship to others (a flexible format permitted both task and process orientations depending on need).

Detailed descriptions of activities, techniques, exercises, processes, and applications of theory are found in the appendix of the report. It would be superfluous to repeat that information in this section.

A major concern of the Leadership Training Program during this period was to encourage a receptive atmosphere in the schools so that effective change could take place.

EVALUATION

Formative Evaluation

The formative evaluation of the Leadership Training Program consisted predominately of post evaluation of each individual workshop. It must be emphasized that this evolved as did the focus and emphasis of the Program. Furthermore as the personnel directing this facet of the T & D Center Program changed, so did the formative evaluation procedures and utilization of data. For a few of the workshops pre and post measures were employed. These were attitudinal rating scales (See Appendix Part C). In addition, open ended questionnaire items were provided for feedback of the participants.

The feedback was concerned generally with the achievement of stated goals for two main categories: Acquisition of new skills and changes in attitude. The information gained from each post-workshop questionnaire indicated to the consultants the measure in which their expectations were being met, allowed them to build upon procedural strengths, eliminate ineffectual practices, and modify factors such as time, environment, and staff.

Summative Evaluation

The focus of the summative evaluation was directed toward two specific populations - the Model Program Coordinators and the workshop participants. The major focal point was, therefore, upon the training aspect of the program.

The basic questions that were investigated pertained to the program objectives as they related to specific workshops and groups. The answers to these questions attempted to ascertain the degree to which the

Leadership Training Program helped the MPC:

1. learn about himself from others
2. develop more effective communication with others
3. develop better listening skills
4. develop greater sensitivity to the feelings of others
5. develop greater sensitivity to his own feelings
6. develop better relationships with his peers
7. develop better relationships with his superiors
8. develop better relationships with his subordinates
9. improve his problem solving ability when working in groups
10. develop effective confrontation skills
11. develop skills and competencies needed to recognize and define problems
12. develop strategies for solving problems
13. develop skills and competencies requisite for carrying out strategies
14. develop skills and competencies to work effectively with clients to effect change
15. develop skills necessary for evaluation

As previously noted, the workshop participants were also questioned as to the effect of the Leadership Training Program. The micro-teaching workshop participants were mailed a questionnaire in an effort to determine the extent to which the workshop helped:

1. develop knowledge of micro-teaching as a supervisory technique
2. develop knowledge of micro-teaching as a way of improving instruction
3. develop a clearer definition of the teaching skills involved in the teaching art
4. participants learn how to isolate a specific skill for evaluation
5. develop those skills necessary for using micro-teaching techniques

In addition to the above aspects of the micro-teaching workshops, the participants were asked whether or not they had actually used micro-teaching techniques in their local school situations. The degree to which micro-teaching techniques were applied was deemed evidence of information and skill transfer.

A third instrument was sent to participants of other Leadership Training workshops. This instrument was developed in an effort to determine the extent to which the workshops helped the participants:

1. learn things about themselves from others
2. develop more effective communication with others
3. develop better listening skills
4. develop greater sensitivity to the feelings of others
5. develop greater sensitivity to their own feelings
6. develop better relationships with their peers
7. develop better relationships with their superiors
8. develop better relationships with their subordinates
9. improve their problem- solving ability when working in groups

In addition, the participants were asked to note the specific outcomes they had been able to apply in their local school situations.

Operations

Instrumentation and Data Treatment

The instruments used for the summative evaluation aspect of the Leadership Training Program were numerical objective scales [18]. The items (rated from a low of zero to a high of five) were based upon the objectives of the program. These objective scales were sent to all twelve model program coordinators, the twenty-five participants of the micro-teaching workshop and the total population of 201 Leadership Training Workshop participants. These were distributed for completion in March and April, 1969. The returned data was tabulated with number responses and percent of responses indicated.

Summary of Findings

The summative findings are presented in three separate sections - that pertaining to the model program coordinators, that dealing with the micro-teaching workshop and that devoted to the more general Leadership Training workshops.

Of the twelve model program coordinators, eleven or 92% responded to the objective scale. Table I presents the findings.

The item which elicited the most positive response (2.6) was that pertaining to the development of a greater sensitivity to the feelings of others. The item to which the MPCs responded least favorably (1.4) was that related to the development of necessary skills for effective evaluation. Using an average of scale scores of 2.5 (arithmetic average of 0,1,2,3,4,5 = 2.5), it can be seen that eleven of the fifteen items fall below this criterion while four meet or exceed.

Of the twenty-five participants in the micro-teaching workshop, nineteen or 76% responded. Findings for this workshop are presented in Table II.

Learning to isolate a specific skill for evaluation was rated highest by the participants (4.5). As can be seen from the table, eleven (65%) rated this item the highest possible value while four more (23%) rated the item a four value and two (12%) rated the item a three. It should be noted that _each_ item was scored well above the average of possible rating score values.

When asked whether or not they had used micro-teaching techniques in their local school situation, twelve of those responding indicated they had used some degree of micro-teaching. Six respondents indicated no use of micro-teaching in their local school situation.

Two hundred-one objective scales were mailed to other participants of Leadership Training workshops. Ninety-two or 45.7% were returned for data analysis. Table III presents the tabulation of the returns.

The development of better listening skills was rated highest (3.2) by the respondents. Close to this was the development of greater sensitivity to the feelings of others (3.1). All ten of the items exceeded the 2.5 average of possible scale scores. The item that was scored lowest (2.6) pertained to the development of better relationships with the participants' superiors.

TABLE I

LEADERSHIP TRAINING PROGRAM AS SEEN BY MODEL PROGRAM COORDINATORS

Statement	Rating Scale 0 not at all #	%	1 #	%	2 #	%	3 #	%	4 #	%	5 greatly #	%	Mean
The Leadership Training Program:													
1. helped me learn things about myself from others	3	27	1	9	0	0	7	64	0	0	0	0	2.0
2. helped me develop more effective communication with others	1	9	0	0	4	36	4	36	2	18	0	0	2.5
3. helped me develop better listening skills	2	18	1	9	2	18	4	36	2	18	0	0	2.3
4. helped me develop greater sensitivity to the feelings of others	1	9	2	18	0	0	5	45	3	27	0	0	2.6
5. helped me develop greater sensitivity to my own feelings	2	18	1	1	3	27	3	27	2	18	0	0	2.2
6. helped me develop better relationships with my peers	1	9	1	9	3	27	5	45	1	9	0	0	2.4
7. helped me develop better relationships with my superiors	2	18	2	18	3	27	4	36	0	0	0	0	2.1
8. helped me develop better relationships with my subordinates	2	18	2	18	2	18	4	36	1	9	0	0	2.0
9. helped me improve my problem solving ability when working in groups	2	18	1	9	2	18	2	18	4	36	0	0	2.5
10. helped me develop effective confrontation skills	1	9	3	27	3	27	2	18	1	9	1	9	2.2
11. helped me develop skills and competencies needed to recognize and define problems	1	9	2	18	4	36	3	27	1	9	0	0	2.1
12. helped me develop strategies for solving problems	1	9	5	45	2	18	1	9	2	18	0	0	1.8

TABLE I (CONT'D)

LEADERSHIP TRAINING PROGRAM AS SEEN BY MODEL PROGRAM COORDINATORS

Statement	Rating Scale 0 not at all		1		2		3		4		5 greatly		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	
The Leadership Training Program:													
13. helped me develop skills and competencies requisite for carrying out strategies	1	9	4	36	3	27	2	18	0	0	1	9	1.9
14. helped me develop skills and competencies to work effectively with clients to effect change	1	9	2	18	3	27	1	9	3	27	1	9	2.5
15. helped me develop skills necessary for effective evaluation	4	40	2	20	0	0	4	40	0	0	0	0	1.4

TABLE II

MICRO-TEACHING WORKSHOP AS SEEN BY WORKSHOP PARTICIPANTS

Statement	Rating Scale 0 not at all #	 %	1 #	 %	2 #	 %	3 #	 %	4 #	 %	5 greatly #	 %	Mean
The micro-teaching workshop													
1. helped me develop knowledge of micro-teaching as a supervisory technique	0	0	0	0	0	0	0	0	11	58	8	42	4.2
2. helped me develop knowledge of micro-teaching as a way of improving instruction	0	0	0	0	0	0	0	0	11	58	8	42	4.2
3. helped me develop a clearer definition of the teaching skills involved in the teaching art	0	0	0	0	2	11	4	21	5	26	8	42	3.9
4. helped me learn how to isolate a specific skill for evaluation	0	0	0	0	0	0	2	11	4	24	11	65	4.5
5. helped me develop those skills necessary for using micro-teaching techniques	0	0	0	0	2	11	0	0	10	59	5	29	4.1

TABLE III

LEADERSHOP WORKSHOPS AS SEEN BY WORKSHOP PARTICIPANTS

Statement	Rating Scale												
	0 not at all		1		2		3		4		5 greatly		Mean
The Leadership Training Workshop	#	%	#	%	#	%	#	%	#	%	#	%	# %
1. helped me learn things about myself from others	7	8	14	15	18	20	22	24	24	26	7	7	2.7
2. helped me develop more effective communication with others	4	4	8	9	18	20	32	36	22	24	6	7	2.8
3. helped me develop better listening skills	3	3	6	7	14	15	21	23	44	48	4	4	3.2
4. helped me develop greater sensitivity to the feelings of others	3	3	6	7	15	16	27	30	32	35	8	9	3.1
5. helped me develop greater sensitivity to my own feelings	6	1	6	7	18	20	28	30	26	28	8	9	2.9
6. helped me develop better relationships with my peers	4	4	6	7	26	28	32	35	21	23	3	3	2.8
7. helped me develop better relationships with my superiors	7	8	8	9	21	23	27	29	21	23	7	8	2.7
8. helped me develop better relationships with my subordinates	8	9	7	8	16	18	32	35	22	24	6	7	2.8
9. helped me improve my problem solving ability when working in groups	4	4	10	11	13	14	32	35	27	30	5	6	2.9
10. helped me develop effective confrontation skills	6	7	9	10	22	24	25	27	22	24	7	8	2.8 ~~3.0~~

Summary of Findings

In an effort to evaluate the effectiveness of the Leadership Training Program, numerical objective scales were mailed to the Model Program Coordinators, micro-teaching workshop participants and those who participated in other Leadership Training workshops. Responses were received from 92% of the MPCs, 76% of the micro-teaching participants and 45.7% of other workshop participants.

As can be seen by the data, the group that rated the Leadership Training Program least effective was the MPCs. While specific weaknesses of the Leadership Training Program were seldom mentioned, the lack of consistent leadership due to personnel turnover and the stressing of a "non-directive" approach to the program were mentioned by three of the responding MPCs. Similarly, specific strengths of the program were seldom noted although the development of an awareness of group interactions was mentioned twice.

The micro-teaching participants rated their program considerably higher than the MPCs. The data indicated a positive experience with the transfer of micro-teaching techniques and theory in evidence. A highly successful workshop in this area of training is certainly suggested by the respondents.

The third population - that of the Leadership Workshop participants - responded more positively to their experiences than did the MPCs but less positively than the micro-teaching participants. There was little variability in the average of the item scale scores indicating no extreme strengths and no extreme weaknesses. For each of the scale items, however, more of the respondents marked scores for the upper three values on the scale continuum (0,1,2,3,4,5) than for the lower score values. This would indicate an overall favorable response to the program. The major weakness reported pertained to time - the workshops were too short in duration. The major strength of these workshops was the excellence of the leadership and the planning and organization of the sessions.

Recommendations

The coordinators of the various phases of the Leadership Training Program were confronted with the monumental task of assisting teachers and school administrators to become effective change agents. Some implications of this were the necessity of the participants to learn new skills, alter behavior patterns, adopt different attitudes, and deal with a possibly resistant adult clientele. That any advancement toward this goal was achieved is commendable and perhaps even surprising. The changes in program leadership plus the relatively brief involvement of participants in their particular training sessions most likely limited the effectiveness.

If we were to direct another inservice project which involved training leaders, we would make the following recommendations:

1. The coordinator of the program should perform a support staff to provide opportunities for systematic reporting of program progress for continuous evaluative feedback from peer leaders, that is, a review of goals, plans for operations, progress in functioning, evaluative procedures being utilized, and evaluative feedback, as well as provision for opportunities for reflecting and sharing concerns, problems, findings, etc. of fellow leaders.

2. The coordinator of the program should document, analyze, and interpret:

    a. the spectrum of leadership behaviors focused upon
    b. the alternative prescriptions considered
    c. the prescriptions selected
    d. the problems encountered in using the treatments or transactions
    e. an assessment of the impact of the treatment
    f. implications for further usage

This document can be either an after the fact or before the fact occurrence.

3. It would seem that the role of the Leadership Training Coordinator would be clarified considerably by a careful thinking through of a design:

   a. for fielding and/or receiving requests for short term projects or activities focused upon expressed needs, interests, concerns, problems, ideas or tasks

   b. for diagnosing the commonality of the expressions and stating the expression in operational terms

   c. for defining the related objectives

   d. for defining operationally alternate plans of action related to the objectives

   e. for weighing alternatives and making decisions about alternate plans of action in terms of the project's objectives, staff and budgetary implications, and other resource implications

   f. for implementing selected plans of action

   g. for collecting evaluative feedback data to ascertain if proposed objectives are being accomplished

   h. for analyzing and evaluating the results

   i. and for disseminating information about the program and funding.

4. The leadership training program should be expanded to provide administrative and supervisory behavioral skills and coordination for those in leadership positions.

5. The evaluation staff should play a significant role in carrying out recommendation 3 and providing internal feedback for the program.

6. Careful.attention should be given to decision making and priority establishment in the selection of proposed activities.

7. Each training session should be considered as a launching of new trainers of leaders. Dependency on the project's staff should decrease as the participants gain skill and confidence to direct their own inservice projects.

8. Only after the assessments (described in recommendations 1, 2, and 3) have been made, should additional staff be added. The program's coordinator should have strong administrative skills, and the associate consultants should provide the variety of experience and behavioral skills necessary to accomplish the objectives.

9. Budgetary needs fall mainly in the category of personnel. Salaries of staff and appropriate consultants will be the chief expenditures. If a segment of the participant population will be teachers, then funds for released time is an advantage. There should be some monies allocated for training opportunities for the staff.

It is the opinion of this writer that the funding of the Training and Development Center's Leadership Training Program was adequate for its purposes.

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ABSTRACT

This report has attempted to describe an internal renewal system of an organization whose purpose was to spearhead internal renewal in other institutions. The Leadership Training Program was the validity check of the Training and Development Center's philosophy.

If changes in attitude and acquisition of new skills and behavior patterns are necessary to improve existing educational practices with students, these same changes must be necessary for teachers of teachers.

We have traced the background, supporting research, and purposes of the program and have described its activities and evaluation measures. A recommendation for future programs of this nature concludes the report.

APPENDICES

APPENDIX A

CHRONOLOGICAL OVERVIEW

1. March 1967 - June 1968: Leadership Training Program for Model Program Coordinators every Monday and Friday afternoon.
2. February 6 - March 20, 1968: Planning Workshop for District 59 Administrators Workshop (seven sessions).
3. March 13 - May 23, 1968: Principals Leadership Workshop (ten sessions).
4. May 27 - 28, 1968: Micro Lab for Administrators.
5. June 17 - 21, 1968: Supervisory Micro-Teaching Workshop.
6. August 19 - 23, 1968: Workshop in Staff Development and Organizational Improvement.
7. October 17 - 18, 1968: Follow-up Workshop in Staff Development and Organizational Improvement.
8. November 4, 1968: Role of the Leader Workshop for Model Program Coordinators.
9. November 13, 1968: Administrators Workshop for District 25.
10. December 9 - 10, 1968: Simulation Workshop for Model Program Coordinators.
11. December 11, 1968: Organizational Development Workshop for District 214 Board of Education.
12. December 12, 1968: Administrative Workshop for Kankakee Elementary Principals and Superintendent.
13. January 24, 1969: Communication Workshop for Whitman School faculty.
14. January 31, 1969: Communication Workshop for Administrators of Skokie Elementary District 69.

15. February 5, 1969: Administrators Workshop for Park Forest School District.
16. February 11, 1969: Administrators Workshop for McHenry Public Schools.
17. February 14, 1969: Communication Workshop for faculty and staff of St. Joseph The Worker School in Wheeling, Illinois.
18. March 31, 1969: Team Teachers Workshop for McHenry West High School.
19. April 21, 1969: Principal Interns Workshop for McHenry Public Schools.
20. May 6, 1969: Administrators Workshop for McHenry Public Schools.
21. May 1 and May 8, 1969: Child Centered Education Teacher-Pupil Interaction Workshop (two sessions) - Hinsdale, Illinois.

APPENDIX B

TYPICAL CALENDAR FOR LEADERSHIP TRAINING SESSION

FOR

MODEL PROGRAM COORDINATORS

March 15 1:00 - 4:00

Problem Solving Groups
Content: Problems in "Program Plan"

March 16 1:30 - 4:00

Evaluation Training
Joe Ellis

March 22 1:00 - 4:00

First sharing of plans and budgets between Coordinators

March 25 1:30 - 4:00

Evaluation Training
Joe Ellis

March 29 1:00 - 4:00

Final discussion of plans and budgets between Coordinators

April 1 1:30 - 4:00

Evaluation Training
Joe Ellis

April 5 12:00 -

Model Program Coordinators and Advisory Group joint meeting

April 16 1:30 - 4:00

Evaluation Training
Joe Ellis

April 19 Friday

Introduction and Discussion of 7 Skill Areas for Educational Change

April 22 Monday

Assessment of Personal Motivations of Model Program Coordinators and their relationship to teachers

April 26 Friday

Continuation of April 22

April 29 Monday

Helping teachers become aware of the Need for Change and for the Diagnostic Process

May 3 Friday

Continuation of April 29

May 6 Monday

Diagnosis in terms of causes rather than "goods" or "bads". Helping teachers examine own motivations.

May 10 Friday

Continuation of May 6

May 13 Monday

Deciding the problem; Involving others in decision; Planning action.

May 17 Friday

Continuation of May 13

May 20 Monday

Carrying out the plan successfully and productively.

May 24 Friday

Continuation of May 20

May 27 Monday

Evaluation of Progress, Methods and Human Relations.

May 31 Friday

Continuation of May 27

June 3 Monday

Insuring Continuity, Spread, Maintenance and Transference

June 7 Friday

Concluding session of Skills for Educational Change

June 10 Monday

Farewell party for non-returning participants.

Sample A.

Practice on Small Group Leaders' role

Three groups (approximately 5 members each)

1) Conference Room
2) Dissemination office
3) Beech's office

Content:

Discussion - a Model Demonstration Program and how to do it

Discussion - desirability of demonstration teacher involvement in the work w/visitors or trainees and how to do it

Discussion - involving the other teachers in the building and/or district in the Model Program

Discussion - some idea or concern established by the small group

Discussion - some question formulated by the small group for Gloria, Joe, or Beech

Discussion - other

Process:

Once your group is settled begin:
Determine how the time will be managed (2 hours is the time allotment)
Aim for all participants to be involved in leadership
Determine the procedure for feedback to each leader
Determine the content for the discussions (leader's choice, suggested content order, invention, or some other)

Objectives:

Direct the discussion; contribute to the discussion; avoid domination; practice listening to the speaker; practice seeing reactions to the speaker in the others and yourself; picking up cues (verbal and non-verbal) the group passes; observe when you decide to intervene, redirect, support, resist, or stay out; watch for pattern of who follows who, who supports who, and who resists who

Sample B.

Small group observation design
Members divide into two groups

Process:

Group #1 - will be the small group
- a) Use the Dissemination office for planning
- b) Decide on a real question to discuss
- c) Decide on S. G. Leader - will you select one; rotate the leadership; have no leader; or have natural movement of leadership; other?
- d) Plan on your discussion lasting about thirty minutes
- e) If you decide on some special things for group #2 to watch for let them know when you return to the Conference room

Group #2 - will be the observation group
- a) Stay in the Conference room
- b) Decide how you will observe the small group
- c) Decide what is especially important to observe and feedback to the small group
- d) Plan how you will share the feedback with the small group - will one observer give feedback to one S. G. participant, privately; observer group discuss the feeback and allow S. G. to observe; give S. G. written feedback and allow reaction; only answer specific requests for feedback from S. G.; other?
- e) Arrange Conference room for the group observe group activity
- f) Plan on feedback procedure lasting about thirty minutes

Combined Groups (Conference Room)
Discuss the S. G. Discussion, the feedback, the design of the activity, usefulness of this interacton, feelings displayed in the two groups - Can we prescribe some activity to help both groups?

Objective:

1) To increase our awareness of our own strengths and weaknesses in small group discussions
2) To become more aware of the skills necessary for the helping relationships (giving feedback - receiving feedback)

Sample C.

Intergroups Collaboration

The 1) 2) Groups Arrangement for last Friday again today - Rosie in #1 and Donna in #2

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The Problem -

1) 125 Lutheran School Principals from all over the country
2) K - Junior High Principals
3) Their conference topic, "The Impact of Sociological Factors Upon Lutheran Education"
4) Wish to see six programs on Friday, October 13th (8:30 - 11:15 a.m.)
5) Need auditorium from 8:30 - 9:15
6) Need to be at Maitre D' by 11:15 for sharing of information on visits
7) Need to be finished w/lunch by 12:30
8) Six Programs they wish to see:
    - Team Teaching w/T.V.
    - Madison Math & Lowe Discovery Center
    - Learning Centers in #59
    - Motor Facilitation
    - Orff Music
    - I. P. I.

Use one hour to work out solution to problem

1) Prepare agenda for the morning
2) Assign task to Beech in program
3) Name spokesman from group to present the plan
4) Discuss presentation of Plan

Both plans will be presented in Conference Room

Sample D.

Evaluation Team Member - M P.C. Conference

Object:

To provide maximum feedback in short time for the Evaluation Team Member role when in helping relationship with an M. P. C.

Content:

Ideas and problems that would have been discussed at E. T. M. and M. P. C. weekly conference

Process:

1) Video-type Evaluation Team member in a one to one conference with his Model Program Coordinator,
2) Time limit thirty minutes
3) Focus of the V. T. R. is the E T. M. in the helping relationship
4) Other participants in L. T. P. observe the V. T. recording (no note taking)
5) E. T. M. and M. P. C compare the "realness" of the V. T. R. to their past conferences
6) Other participants decide what specific things about E. T. M. they will observe in the V. T. R. playback
7) Playback V. T. (take notes, on specific behaviors - verbal and non-verbal)

8) Participants give feedback conerning the strengths and weakness of E T. M. in the helping relationship
9) The M. P. C. reports to E. T. M his agreements and disagreements with observers
10) E. T. M. shares feelings about the feedback
11) Total group discusses the Feedback Design

ONE DAY WORKSHOPS - SUGGESTED

Plan for Activities

The following leadership workshop design was developed and used at the Training and Development Center in 1968-69.

Most groups consisted of administrators from various districts. However, there were groups of teachers included, mostly those involved in team teaching.

A format in these workshops evolved from meetings with personnel and from pre-meeting data sheets filled out by the participants (a sample of these sheets can be found in the evaluation section). From these two resources, some group needs were identified and activities were planned to facilitate communication around these needs. Often the afternoon exercises were not used because of the momentum created in the morning session. However, there were times when exercises were needed in the afternoon.

The exercises were used as vehicles to help deal with the actual concerns. Significant dialogue and interaction on a feeling level usually develops within one to two hours after the start of the workshop.

ONE-DAY WORKSHOP DESIGN

Time 9:30-4:00
Group-School District Administrative Staff

Introduction

Explain some ideas about sensitivity training; misconceptions, weaknesses, strengths, etc. Also explain today will not be a sensitivity workshop, but more exploratory in areas of communication and group process task development.

Share with the group the outcome of the pre-meeting data sheets.

Activities

Introduce NASA exercise and explain general rules (9:50)

1. Group is not to vote on concensus
2. Don't change opinion unless convinced
3. No time limit

As group interaction develops, incorporate the following exercise to help facilitate communication when needed.

1. paraphrasing exercise
2. confrontations - some made up from hypothetical situations while others would be developed from the concerns shown in pre-meeting data sheets.
3. reflections on non-verbal cues
4. problem analysis program - Group problem - "This group cannot reach a consensus."

Summary discussion about NASA exercise - Approximately 11:30

1. Was there a feeling level of communication?
2. What kind of reactions were there to various people and their behavior?
3. How well did people listen? How do you check out listening?

Try to compare group behavior in NASA exercise to actual working relationship.

Lunch -- 12:30

Afternoon -- 1:30

Review morning activities and deal with any issues raised concerning communications, leveling, etc.

Activity - Dimensions of co-operation exercise

Assign observers to each group of five. Give each an outline sheet of what to look for.

After activity, discuss and reaction to observers comments.

Activity - Role Playing Exercise

Topic for role playing discussion:

Ad hoc group of principals join together to help each other to plan strategies to "work with" teachers who are performing in ways other than what is expected of them.

e.g., being tardy
neglecting recess duty
talk too much in classroom
leaving school early

Summary of days activities 3:30

Reflection, reactions and future developments of staff.

Post meeting data sheets.

EVALUATION

APPENDIX C

Evaluation in the traditional sense has long been education's illusionary mechanism to measure what may not be measurable or to prove what is convenient. Especially when applied to human behavior and the changes therein, evaluation in the usual sense is not applicable. Students under standardization have been crippled long enough by such vehicles as IQ, permanent grouping, grade levels, etc.

Self understanding, involvement, and sensitive interaction with people provides intuitive reactions which potentially develop a new honest and open assessment. Where a humanistic atmosphere is promoted, individuals eventually accept themselves and others in a realistic perspective. Positions and responsibilities are based on actualization and involvement rather than status seeking and manipulation.

In order for this leadership design or any type group process to develop effectively, some form of feedback should be used. It was found that a pre and post meeting data sheet, of the general type included here, are helpful. The importance of listening and allowing for open reaction to the leaders adds considerably to the effectiveness of the program.

In the following pages, there are several different type data sheets which can be used, depending on the needs of the trainer and the group.

PRE-WORKSHOP DATA SHEET - TEACHERS

Place a check before those comments which you are most concerned with.

________ I wish that my principal would let me be more involved in the decisions regarding school policy.

________ I am not certain whether I am really supposed to make decisions or just carry out orders.

________ Our faculty meetings are dull; the pattern seems to be passive acceptance of people's ideas.

________ My colleagues seem to fight any idea I propose.

________ I feel I cannot confront my principal on many ideas he has.

________ I would like to have more team cooperation and rapport among my colleagues.

What kinds of in-service training would be most significant to you in order to continue to develop your effectiveness as a leader? Rank in order of importance.

________ hearing lectures by authorities on school organizations

________ developing a closer relationship with your colleagues

________ having actual confrontations with teachers, parents, and students

________ participating in leveling - telling it as it is

________ reaching a feeling level in communication

________ learning techniques of data collection for more rational decision making

In order to further develop activities for effective leadership please list below any other learning needs of which you are aware.

____

____

____

____

PLEASE SEND COMPLETED PRE-DATA FORM TO:

PRE-WORKSHOP DATA SHEET - ADMINISTRATORS

Group interaction and the human relations therein are important factors in school morale and productivity. In order to develop a significant workshop which deals with these concepts, we ask participants to answer the following statements. Please answer as frankly as possible because you are protected by the fifth amendment and by the fact that only the people planning the actual workshop will see the answers.

Place a check before those comments with which you are most concerned.

_____ I wish that the teachers in my building would help me make decisions regarding school policy.

_____ I am not certain whether I am really supposed to make decisions or just carry out orders from "above."

_____ Our faculty meetings are dull; the pattern seems to be passive acceptance of any ideas I suggest.

_____ My teachers seem to fight any idea I propose.

_____ I am concerned about the quality of teaching of a few of my teachers, but I'm not sure about the best way to confront them with my feelings.

_____ Some of my teachers are becoming militant and I find this difficult to deal with.

_____ I need practice in dealing with the "difficult" elements in the community.

_____ I would like to have more team cooperation and rapport among my faculty.

_____ I need help bridging the gap between "traditional" education and innovative practices.

What kinds of in-service training would be most significant to you in order to continue to develop your effectiveness as a leader? Rank in order of importance.

_____ hearing lectures by authorities on school organizations

_____ developing a closer relationship with your colleagues

_____ having actual confrontations wtih your colleagues

_____ participating in leveling--telling it as it is

_____ reaching a feeling level in communication

_____ learning techniques of data collection for more rational decision making

In order to develop activities for effective leadership, please list below any other learning needs of which you are aware.

____

____

HOW DID YOU SEE YOUR WORKSHOP?

Please mark and "X" on each of these scales at the point which best indicates your own feelings. You are also encouraged to write any additional comments on the back of this sheet. Thank you for your cooperation in answering these questions.

1. Was this workshop a profitable experience for you personally?

extremely valuable	very valuable	it was worthwhile	fairly valuable	it was a waste of time

2. How much insight have you gained regarding dealing with some of the difficult areas you indicated prior to this workshop?

a great amount	much	some	very little little	practically none

3. How often have you wanted to say something but did not because you thought the group would not accept it?

most of the time	very frequently	occasionally	a few times	almost never

4. Has there been any clarification today about the process of group interaction?

a great deal	much	some	very little	none

5. How much should your leaders have participated in the workshop?

a lot more than they did	a little more than they did	about as much as they did	a little less than they did	much less than they did

6. This workshop was intended to be an introduction to leadership training. Would you be interested in continuing these sessions in order to consider this subject in more depth?

Yes________ No_______

FOLLOW-UP WORKSHOP IN STAFF DEVELOPMENT

Describe your perception of the group in which you just participated in regard to the following areas by placing an "X" along the line to represent your answer.

1. To what extent was the leadership shared?

NOT AT ALL COMPLETELY

2. To what extent was the group dominated by one or two members?

NOT AT ALL COMPLETELY

3. To what extent did communication flow among all participants?

NOT AT ALL COMPLETELY

4. To what extent was the communication pattern polarized between one member and the rest of the group (i.e. questions and answers)?

NOT AT ALL COMPLETELY

5. (a) If an agreement was reached, what event or sequence of events encouraged it?

(b) If an agreement was not reached, what prevented it?

GROUP NUMBER____________________

DATE__________________________

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Group________________________

Date_________________________

PRE-MEETING DATA SHEET

Things I would like to understand better about the groups I work in:

1.
2.
3.
4.
5.

. . . .

Things I would like to learn how to do better in groups:

1.
2.
3.
4.
5.

. . . .

Feelings I have in groups which I would like to change or improve:

1.
2.
3.
4.
5.

WORKSHOP FEEDBACK

Directions: Place an "X" in the box which most closely corresponds with your reactions to the workshop - 1 - Low agreement - 7 - High agreement.

	Low Agreement 1	2	3	4	5	6	High Agreement 7
1. This workshop helped me develop an increased awareness of laboratory training methods as they apply to personal learning and improved organizational effectiveness.	☐	☐	☐	☐	☐	☐	☐
2. This workshop helped me develop increased awareness of my influence upon others.	☐	☐	☐	☐	☐	☐	☐
3. I have gained some new insight into my ability to communicate in a group.	☐	☐	☐	☐	☐	☐	☐
4. I have gained some new and personal insights into my own behavior.	☐	☐	☐	☐	☐	☐	☐
5. As a result of this workshop I feel more confident in my ability to be a contributing member of a group.	☐	☐	☐	☐	☐	☐	☐
6. I have gained new knowledge about the behavior styles of others in my group.	☐	☐	☐	☐	☐	☐	☐
7. I feel I wasted my time in attending this workshop.	☐	☐	☐	☐	☐	☐	☐
8. I believe everyone wasted their time in this workshop.	☐	☐	☐	☐	☐	☐	☐
9. I was satisfied with my own participation in the workshop.	☐	☐	☐	☐	☐	☐	☐
10. If I had known what the sessions would be like, I would have found a reason not to attend.	☐	☐	☐	☐	☐	☐	☐

LEADERSHIP TRAINING

September '67 - May '68

Participant Critique Form

Directions: Please respond with a word, a phrase, or a sentence to as many of the following questions as you can. Your frank and honest evaluation can only benefit everyone concerned. Do not identify yourself by name unless you wish to do so.

1) Which features of the training sessions (neither staff, nor business meetings) were inadequate or not conducive to learning?

2) Which features were especially facilitative in the same regard?

3) Were two meetings per week too many for these sessions?

4) Were three hours per meeting too long for these sessions?

5) Were you allowed enough time during these sessions to pursue activities of your own choosing?

6) Would you have preferred more scheduled sessions per week?

7) Did the content of the sessions presuppose far more or far less previous training then you had?

8) Did you have sufficient opportunities to interact with the other participants?

9) To what extent was your actual experience relevant to what you needed for your job?

10) Would you be willing to participate in a follow-up activity to assess the impact of this training on the programs and practices related to your work?

APPENDIX D

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APPENDIX E

PREFACE

Even though the following ideas are organized in somewhat of a package form, it is not meant to be used in this fashion. It's implications are much broader because present conditions of change are so dimentional. The very foundations of all our institutions are being extensively challenged. Education as well as the entire culture are now being influenced in a revolutionary manner. Therefore, complete reliance upon past methods of dealing with current problems is no longer satisfactory.

As a result of present conditions, considerable thrust toward newer methods of educating has developed, especially in the area of human interaction. Basic to such interaction is the need to deal with values and behavior patterns of individuals and groups. Before change can effectively take place, individuals must recognize their own value system and behavior. To be aware of this affective domain is not an automatic process, but one which requires effort.

Eventually a new procedure needs to be developed in which there is security in confronting changing ideas, divergent opinion and self-understanding. Influence of future leaders will be more in terms of facilitating the potential of others. Actual responsibility for decision making and policy development will depend more on groups. Individual leadership, when needed, will be more on a flexible pattern evolving among individuals in groups rather than resting on one person continually. Trust, communication, cooperation and human relations will become increasingly important.

In the following materials, there are two general approaches implied. One is involvement in behavioral interaction within a group. The other concerns itself with reaction to the author reflecting varying points of view concerning the changing social patterns of man.

The Training Exercises included, can facilitate a procedure to help relate the knowledge of changing methods to their implementation. A group climate can be developed which helps individuals and the group explore their needs, values, relationships, as well as become aware of group process and responsibility. In addition, the potential for more extensive, flexible and openended exchanges of ideas could be developed.

Combining group interaction and self awareness with a commitment to develop an effective and renewing pattern of human relations in our educational institutions, is in essence A QUEST.

Ronald A. Hager
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LEADERSHIP TRAINING*

Leaders in Education employ these ten activities:

1. Telling
2. Listening
3. Judging
4. Understanding
5. Controlling
6. Sharing of Self
7. Persuading
8. Trusting
9. Punishing
10. Problem Solving

We have a training program for leaders who want to practice the even-numbered activities.

BEECHAM ROBINSON

---

* These three pages describe the Leadership Training Program as it existed during its incubation stage.

LEADERSHIP TRAINING PROGRAM

I. Leadership Training

a. Beecham Robinson, Associate Director
b. Model Program Coordinators and Model Project Coordinators (Trainees)

II. The program is in the incubation stage.

III. Model Program Coordinators and Project Coordinators need additional skills. By and large their last role was the one of a teacher of young learners. The program is designed to teach them the skills of leading teachers who see a need to continue their education.

IV. Trainees can

a. Identify the new and unusual aspects of their program
b. Attract others to see these aspects
c. Explain the program to others
d. Organize training programs for interested teachers
e. Locate the resources for assessing the effectiveness of their demonstrations and training program
f. Engineer further development of their program
g. Work effectively with a small group of teachers (3 - 10)
h. Maintain a cooperative relationship between their district and the Center
i. Manage their time for the success of the model program and the Center
j. Utilize the inquiry approach to decision making
k. Interact openly and honestly
l. Train others to use their techniques for working with teachers

V. Model Program Coordinators will be

a. Writing descriptions of their programs
b. Preparing brochures to attract visitors
c. Preparing orientation and debriefing sessions for their program
d. Administering a training program they design (staffing, budgeting, evaluating)
e. Creating evaluations for their own programs
f. Expanding their training and demonstrating into related areas
g. Observing, practicing, and conducting small groups of adults (Advisory Group, staff, and teachers in training)
h. Communicating the needs and interests of the Center to their districts and conversely
i. Scheduling a calendar of activities related to their programs
j. Meeting with groups who are involved in the plans of their program to seek direction
k. Participating in sensitivity training (T-groups)
l. Sharing their experience with administrators and other leaders of continuing education (in-service education)

Leadership Training Program (continued)

VI. Scope and Sequence

a. Coordinators have a real experience with leadership. Coordinators are the leaders of model programs. Coordinators have a staff, a budget, a calendar of events, a plan for future activities.
b. Coordinators work with visitors. Coordinators develop training programs. Coordinators conduct training activities. Coordinators service teachers who request additional information, training, or resources.
c. Coordinators share their experiences as leaders with each other. They use each others' talents.
d. They plan, conduct, and assess all of the activities of their models.
e. They shape the direction of the leadership training by recognizing and requesting additional skills.

VII. Materials, Resources and Content

a. The coordinators' model, their staffs, their visitors, and their participants in training
b. Human resources from Universities, the Regional Lab, other Training Development Center models, and the staff and materials (books, video tape, etc.) of the Training and Development Center
c. Research on change in education; Confrontation techniques for teachers
d. Federal funds and access to other funding agencies (I.R.C., State Gifted Program, and Foundations)

VIII. Evaluation Procedures

a. Question - Did Model Program Coordinators and Project Coordinators gain skills in leadership?
b. Inventory the feelings and knowledge of the Model Program Coordinators and Project Coordinators.
c. Observe their leadership in their model.
d. Have their staffs and trainees rate their effectiveness as leaders.
e. Peers assess their cooperativeness, usefulness to the progress of the Center's aims, and observable change in attitude and/or behavior.
f. Model Program Coordinators and Project Coordinators will rank-order according to importance the duties of a Coordinator.
g. Interview the cooperating Superintendents regarding any differences within their districts due to the Coordinators.

IX. The activities of the Leadership Training Program are varied attempts to involve Coordinators in learning new skills in the same ways. Coordinators will attempt to involve the teachers who wish training in a model.

X. Plans and Projections for the program

To monitor the program with several evaluation devices: Restructure the activities according to the needs of Coordinators or Administrators who show interest in further leadership training.

XI. Relation to Training and Development Center's purpose and function

Trains personnel for school districts who see a need for a leader in continuing education.

A QUEST

Prepared by:

Ronald A. Hager

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TRAINING DESIGNS
Dealing with Change

ACKNOWLEDGEMENTS

Much of the content and ideas included in this collection of training designs have resulted from the many efforts of the people who were involved in the Elk Grove Training and Development Center in Arlington Heights, Illinois. The Center has been funded as a Title III project of E.S.E.A., from October 1966 through August 1969, and has been concerned with the development and dissemination of new educational programs. Gloria Kinney, the Director, provided leadership which enhanced the dignity and creative efforts of the individuals involved. This leadership provided growth opportunities and was greatly appreciated. Special appreciation is expressed to Mrs. Lolita Buikema of the Center's staff who helped develop the training encounters mentioned in this program. Her co-operative spirit was most helpful.

These training designs were used in the Leadership Training Program, and in other programs provided by the Center. A final report describing the Center's activities is in preparation and will be avaiable in August of 1969.

The exercises have come from various files, desks, etc. Where specific acknowledgement was possible, it is indicated. In some cases, the source was not available because of the many mimeographed exchanges between personnel. It is regretful that the source of these exercises have been lost; nevertheless, their use has been greatly appreciated and they are assembled here so that they may be shared with others.

ASSUMPTIONS AND GENERAL OBJECTIVES

The following general objectives and assumptions reflect the themes of these training designs.

Assumptions

Rational change can best take place in an environment in which one feels safe. Here the individuals can explore the ordinarily unexplored - fears, relationships, feelings, anxieties, or in other words their own humanity.

Behavioral change and emotional exposure is difficult and frightening for many people. It requires facing their own fears and inadequancies along with their assets.

Important in the changing leadership image is more authentic behavior in relation to revealing and accepting our human qualities.

Change is painful when related to the extreme conditions developing in today's world.

Behaviorial change requires reorganization of an individual's pattern of interaction.

Change cannot take place without personal involvement.

General Objectives

The general objectives of these training designs are to engender an awareness within and among participants:

of the depth and complexity of the decision-making process as it relates to establishing more effective patterns of communication;

that leadership is a personal relationship with a group of people and its effectiveness depends on ones depth and understanding of ones colleagues;

of the concept that significant development of organizational goals can best be established when most or all members participate in the decision-making process;

that more effective leadership must involve a continually growing awarness of ones personal behavior and how it affects others;

that leadership involves a constant reappraisal of decisions because of the rapid change of knowledge, awareness, and complexity of human values;

that leadership can involve an authentic relationship with people regardless of status, race, religion, and ethnic background;

that group involvement with an in-depth level of communication provides an atmosphere for sound decisions;

that individual responsibility for leadership, revolves within a decision-making group.

TRAINING EXERCISES

Purpose

The following training exercises are used to facilitate the process of transferring from an intellectual level of communication to a feeling level. Emphasis is on group and individual behavior. In this regard, these exercises should be considered vehicles to establish personal communication. They are not a program of in-service or an end in understanding or a means of psychotherapy.

Understanding of self and understanding others are closely related. A person should come to realize the limits and assets of their own value system. Often in group encounters, people become aware of their defensive behavior toward their values. This behavior often reflects an uncertainty. This exposure and re-evaluating often helps individuals become much more secure.

Further, these exercises are meant to be a beginning to a more extensive process involving behavior change. It was not the intention to design specific uses.

Considerations

Change as a continuous process involves continuous awareness and personal interaction between people. Once a significant pattern is developed within a group, follow-up is often necessary.

Consideration should be given to the training of the individual directing the exercises and developing group interaction. A social science background or other specific training in group process is necessary. An untrained person often cannot understand or be aware of behavior patterns projected in group process.

NASA EXERCISE

Note: *The NASA Exercise was developed by the National Aeronatics Space Administration. The use of this exercise is appreciated.*

Description

A simulation exercise which examines the group decision process as it relates to reaching a consensus. Comparisions are made between the individual, group and correct score. Time is a factor to consider. A minimum of one and one-half hours with a maximum of four hours is recommended.

Objectives - Any of the following could be the focus of the NASA exercise.

Develop a general awareness of group decision process.

Compare individual and group difference in the decision process.

Examine participation level of various members.

Examine the general behavior pattern of individual contributors.

Help participants become aware of the value of group decision making.

Foster questioning of decision making.

Foster self-awareness in the decision process.

Develop a feeling of communication.

Expose elements of frustration in group decision process.

Ideas for Implementation

1. This exercise is useful with a group of school administrators or teachers. It provides data to examine their working relationships.

Setting no time limit with the group and using other exercises, facilitates the process (the leader can set a time limit once enough data has been gathered.) Other exercises which are helpful and could be combined with NASA include paraphrasing, confrontations, and problem solving. These exercises are explained in detail elsewhere in this section.

With the group not having a time limit, such data as dominance, boredom, non-listening leadership patterns, aggressiveness, frustrated communication, non-verbal cues, and repressed communication are usually exposed.

2. Setting a time limit often modifies the outcome. The pressure usually creates a reliance on established patterns of leadership. The Superintendent or other such leader often directs the decision process. Examining these established patterns of leadership can be useful if the group climate is receptive.

When the exercise is completed the following questions can be discussed:

1. What are the differences between individual and group decision making?
2. Why is the group rating higher than the individual's overall average rating?
3. How much did individuals have to give? What does this do? How does the individual whose score is really deviant from the group feel?
4. Does the low contributor and/or low scorer feel depreciated? Resentment? Pride?
5. Were there any individuals who received a higher score than the group? Were they really used as resources? Why or why not?
6. Were your opinions solicitated and valued by the group -- Why or why not?
7. How satisfied do you feel with the amount and quality of your participation in reaching consensus?
8. How much responsibility for making the decision work would you feel?
9. How committed do you feel to the decision your group made?
10. How much frustration did you feel during the work on the decision? Why?
11. How good was the decision your group made?

This method of using NASA is useful when the group indicates a need to be less involved or when there is less than two hours. The discussion usually remains on an intellectual plain, rather than a feeling level.

3. Another modification of this exercise is to have each member contribute one dollar after it is over. Now the group is asked to reach a consensus on how the money should be divided. Keeping in mind that the member who contributed the most to the group decisions, receives the greatest share, etc. No member should receive an equal amount and any money left over, goes to the trainer.

This process promotes a greater interaction between members and may help the group become more aware of its members and their behavior pattern. The following concepts usually develop and can be discussed: ability to accept praise, awareness of individual contributions, acceptance of others ideas, freedom of individuals to contribute ideas, personal communication patterns, disagreements, cooperation level, and defensive behavior.

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 miles trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Group	Correct	Alone	
_______	_______	_______	Box of matches
_______	_______	_______	Food concentrate
_______	_______	_______	50 feet of nylon rope
_______	_______	_______	Parachute silk
_______	_______	_______	Portable heating unit
_______	_______	_______	Two .45 calibre pistols
_______	_______	_______	One case dehydrated Pet milk
_______	_______	_______	Two 100 lb. tanks of oxygen
_______	_______	_______	Stellar map (of the moon's constellation
_______	_______	_______	Life raft
_______	_______	_______	Magnetic compass
_______	_______	_______	5 gallons of water
_______	_______	_______	Signal flares
_______	_______	_______	First aid kit containing injection needles
_______	_______	_______	Solar-powered Fm receiver-transmitter

KEY

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Little or no use on moon	15	Box of matches
Supply daily food required	4	Food concentrate
Useful in tying injured together, help in climbing	6	50 feet of nylon rope
Shelter against sun's rays	8	Parachute silk
Useful only if part landed on dark side	13	Portable heating unit
Self-propulsion devices could be made from them	11	Two .45 calibre pistols
Food, mixed with water for drinking	12	One case dehydrated Pet milk
Fills respiration requirement	1	Two 100 lb. tanks of oxygen
One of principal means of finding directions	3	Stellar map (of the moon's constellation)
CO_2 bottles for self-propulsion across chasms, etc.	9	Life raft
Probably no magnetized poles; thus, useless	14	Magnetic compass
Replenishes loss by sweating, etc.	2	5 gallons of water
Distress call when line of sight possible	10	Signal flares
Oral pills of injection medicine valuable	7	First aid kit containing injection needles
Distress signal transmitter possible with mother ship	5	Solar-powered FM receiver-transmitter

TO COMPARE SCORES, SUBTRACT EACH ITEM IN THE INDIVIDUAL COLUMN FROM THE CORRECT SCORE. PAY NO ATTENTION TO NEGATIVE NUMBERS. DO THE SAME THING FOR THE GROUP SCORE. NEXT ADD UP THE DIFFERENCES. THE SMALLER THE TOTAL, THE CLOSER THE CORRECT SCORE.

CONFRONTATION EXERCISE

Description

Confronting is an exercise to help deal with conflict and resolutions. It provides a method and practice, on the feeling level, in situations ordinarily avoided.

Participants are asked to interchange three different roles in a designated amount of time, usually twenty minutes is sufficient. The roles include a confronter, confrontee and observer.

A set of rules for each is provided on the following page, in addition to some suggested issues.

Each participant should have at least two turns at each role. Dividing the group into triads facilitates the exercise.

Objectives

Provide an opportunity to practice dealing with conflict.

Encounter and practice new behavior.

Provide an experience in relating to others on a feeling level.

Develop a method of expressing feelings.

Ideas for Implementation

1. A good use of this exercise is to develop confrontation material before a particular group meets. Some type of pre-meeting data sheet can be administered a few days before to expose issues. Therefore, when the confrontations are role played, they will relate to the actual issues concerned with. This method often leads to an improved method of solving current problems.
2. Confrontations can be used as an exercise within NASA. In the group consensus problem, various issues develop which role playing confronting can add to the experience. A sample of these can be found on the following page.

CONFRONTATION DESIGNS

CONFRONTATION

To be able to relate with people - regardless of issue.

1. Encountering - Meeting, communicating, relating.
2. Confronting - Precipitating incident.
   Readiness to confront.

A. Components of a confrontation:

1. Clarify the issues with the parties.
2. Feeling descriptively expressed.
3. Facts and fantasies expressed.
4. Resolution - Agreed.

B. Confronter:

1. Describe incident and relevance to self.
2. Describe perceptions of confrontees role and function.
3. Describe feelings.
4. Seek acceptance and understanding of position and feelings.
5. Seek resolution.

C. Confrontee:

1. Accommodate.
2. Clarify facts and fantasy.
3. Express feelings.
4. Seek acceptance and understanding.
5. Seek resolution.

CONFRONTATIONS - PRINCIPALS

Note: *Although the folowing confrontations have been developed from actual concerns from within various groups, they are role played in the actual workshop. Usually the members of a group are divided into triads with each member having one or two turns being the confronter, confrontee and observer. After the role playing, participants discuss their feelings and the validity of the method.*

1. One of the members of your group constantly dominates the discussion. This irritates you and you decide to confront him with your feelings.

2. One of your teachers is quiet and passive at faculty meetings. You wish to encourage him to be more involved and confront him with your concern.

3. You are a white parent who is upset about the quality of education in your child's school. You believe that it is deteriorating because of the high percentage of black students. You confront your child's principal with your feelings.

4. You accidentally meet one of your apathetic negro parents as you leave your building one afternoon. You decide that this is an opportunity to invite him to the next P.T.A. meeting.

5. You are a militant teacher concerned about over-crowded classrooms in your building and are confronting your principal with your anger.

6. You are a principal confronting your Superintendent because he did not support you (as he privately promised) on an issue at an administration meeting.

CONFRONTATIONS - SUPERVISORS

1. You are a principal who feels that the consultant, who comes to his building from the State Department, wastes time and does not perform a significant service to his school. He feels that teachers should not be excused from class to talk to him (the consultant).

2. You are a supervisor who feels there is a very negative attitude toward you in one particular group of people. You are upset about this and are telling the director of your feelings.

3. You are upset because one of your colleagues said privately he would support your proposal you were going to present in a staff meeting. When the time arrived for the meeting, your colleagues did not support you. You are now confronting him with your feelings.

4. One member of your group constantly dominates the discussions. You are upset and explaining your feelings about this.

5. A person you are meeting with, has a hidden agenda. This makes you quite upset and you decide to confront him with your feelings after the meeting.

CONFRONTATIONS - WITH NASA EXERCISE

1. You confront one crew member, who is a science expert, because he is not contributing to solving the problem. You wish he would insert his ideas more — the group is suffering because he is not helping enough.

2. You confront a gun-hater with your fears of being on the moon and your personal need to carry guns in order to protect yourself. You want to rank guns as #1.

3. You confront the rejector of your ideas. You are a science expert; you know about the moon's surface, atmosphere, etc., but no one listens to you.

4. You are confronting one member of the group who is resisting your idea of organizing for more efficient problem solving.

5. You sense hostility from one of the crew members and you confront him with this feeling in order to gain reassurance that you will be retrained as a member of the crew.

6. You believe that the only way to solve this dilemma is to radio the mother ship and stay until rescued. Therefore, you urge that the group rank the radio #1 and forget the silly exercise. You confront a crew member who disagrees with you.

CONFRONTATIONS - TEAM TEACHERS

1. You are a member of a teaching team in which one member usually dominates the discussion. You have decided to confront this person with your feelings about this situation.

2. You are a teacher who feels that the administration of your district is being unfair because of the unequal distribution of new school facilities. You view your own inadequate facilities as a real hindrance to the instructional program. You decide to confront one of the central office administrators with your concern.

3. You are a teacher who does not understand or approve the system of securing supplies and/or audio-visual aids for her team. You confront your principal with your feelings.

4. One of the members of your teaching team rarely contributes to your planning sessions. You feel that this is unfair and confront her with your feelings.

5. One of your teammates uses a very rigid type of discipline on children which upsets you. This type of discipline is against your personal philosophy. You confront with your concern.

6. One of your teammates makes decisions without consulting with other members. You often disagree with this decision. You are upset about this and want to confront him with your feelings.

7. You feel that one of your teammates is talking with people behind your back about your teaching methods. This has concerned you for some time and you now want to express this concern.

8. Some students are confiding in you about problems they are having with one of your team members. You are caught in between and feel you should confront your teammates about the situation.

9. One of your teammates has been talking a great deal to your principal without telling you about it. You are wondering what is going on and feel that it's hindering your team teaching efforts.

PARAPHRASING EXERCISE

Description

Paraphrasing is an exercise used in a group discussion. Before an individual can enter the conversation, he or she must repeat in a consolidated form, what the last person has said. The person whose thought is being paraphrased must agree that the person paraphrasing has understood. If thoughts are not clearly paraphrased, then they should be repeated.

Objectives

Help individuals become more aware of listening.

Provide a means of establishing better communication.

Provide a possible means to prevent a verbage.

Idea for Implementation

1. This exercise is useful when a group displays an inability to communicate with each other. It often leads to an uncomfortable awareness of the problems involved. This data can evolve to a more sensitive attitude in understanding another participant's feelings.
2. Paraphrasing can be used as a stepping stone to reaching a feeling level of communication. After a group has had time to become involved in a decision, the exercise is then included. The trainer encourages participants to paraphrase feelings. The trainer will need to provide some examples of paraphrasing feelings in order to get the group started.

PROBLEM ANALYSIS PROGRAM

Note: *Adapted with permission, from a copyrighted program by Saul Eisen, 1966. The program is based largely on the work of Carl Rogers.*

Description

A step by step approach to looking at and solving a personal problem. Worked out in a booklet form. Requires time and rather clear directions to administer.

Objectives

To show through participation, that personal problems may be solved by going through general stages of thinking.

Help relate problem solving to feelings and behavior.

Provide a systematic procedure for using thinking and feeling resources to understand and resolve a problem with another individual, group, or organization.

Ideas for Implementation

1. Useful when a group reaches a point of frustration in solving a problem. This exercise can lead to new insights on how to solve the problem. It usually reveals how an individual is contributing to the problem. Also shows a more depth relationship to problems. Using it in this way provides the group with data to analyze and apply to the group process.
2. Can be used in a supportive way with the NASA exercise. Often the NASA exercise evolves to a frustration in reaching a consensus. Looking at the problem of consensus with the use of PAP may help the group explore new avenues of solution.

3. May be used as a means to solving problems and beginning sensitivity. Individuals can identify their own personal problem and proceed with the Problem Analysis Program approach. After participants have finished, reactions are called for. The group can check each other's solutions and relate it to the practice of behavior changes in the group.

PROBLEM ANALYSIS PROGRAM

1. How the Problem Analysis Program (P.A.P.) Works

Scientific research and practical experience have shown that people who successfully resolve personal problems typically go through certain general stages of thinking. At each stage they acquire a new, more useful way of looking at their problem, which leads them to a better understanding of it and helps to uncover new approaches to resolving it. (Involving changes in their awareness, feelings, and behavior.)

2. This, then, is a systematic procedure for using your own feeling and thinking resources to understand and resolve a problem you now have with another person, group, or organization. (The more important the problem is to you, the more meaningful will be this learning you get from this procedure. Your following this procedure is probably indicative of a real decision by you to tackle the problem. The chances of arriving at a meaningful and lasting solution depend on your making this kind of decision now.

3. How you can use this program

The P.A.P. presents you with a series of questions about the way you think about your problem. As you answer these questions you will be following the thinking process which results in a better way of looking at your problem. You will be going through the stages of effective problem solving.

4. In the following pages, you will be asked to write down a simple statement of the problem. This first statement will probably not be very clear or concise. In fact, part of the difficulty in solving a problem is frequently that it is hard to pin down just what the problem is. This program will help you to state your problem more clearly.

5. Take some time now to write down this first statement of the problem as it looks to you now. You need not worry about coherence, style, or clarity. Try instead to write "off the top of your head."

As I see the problem, it is essentially that ....

6. Now that you've written down how the problem looks at this point, it would be useful to see what stage of problem solving this statement represents.

If you speak about the problem as something which is bad in general, but has no bearing on you personally, you're thinking in Stage #1. If you do talk about how it bears on you, you're thinking in Stage #2.

EXAMPLE

Stage #1	Stage #2
My boss loses his temper too easily.	My boss loses his temper at me too easily.

7. Looking at the words you have actually written on page 5, determine whether your statement is Stage #1 or Stage #2.

For the most part, my statement is now in State #________.

If it is in Stage #1, turn to the next page.

If it is in Stage #2, scan the next page, answer if you wish, and then go on to page 9.

8. If your staement was in Stage #1, it did not describe the problem as your problem. You can progress to Stage #2 by restating the problem in terms of how you are involved in it. You can probably do this by answering the question, "How is this problem to me?" or "How am I concerned with it?"

If I were to restate the problem, this time emphasizing how it is of concern to me, I would say that ....

9. Now look again at the problem as you describe it now. If you talk about how it is of concern to you, but not about how you feel and react in the problem situation, you're thinking in Stage #2. But if you also talk about your feelings and reactions, you're thinking in Stage #3.

EXAMPLE

Stage #2	Stage #3
My boss gets angry at me too easily.	My boss gets angry at me too easily. This usually gets me rattled so I can't work well, and gets me annoyed at him for having such a short fuse.

10. For the most part, my statement is now in Stage #________.

If it is in Stage #2, turn to the next frame. If it is in Stage #3, scan the next page, answer it if you wish, and then go on to page 12.

11. You can progress to Stage #3 by writing about your problem again, this time emphasizing how you feel and react in the problem situation.

Focusing now on my feelings and reactions, I would say that ......

12. Stage #4, which is one of the key stages in the understanding and resolution of a problem, is the recognition by the individual of his "contribution" - - the ways in which his own behavior adds to the problem situation. If your statement includes recognition of how you help create or continue your problem, then you are at Stage #4.

EXAMPLE

Stage #3	Stage #4
My boss gets angry at me too easily. This usually gets me rattled so I can't work well, and gets me annoyed at him for having such a short fuse.	My boss gets angry at me too easily. This usually gets me so rattled, I can't work well and gets me annoyed at him for having such a short fuse. My feelings about his anger keep me me on edge so that I am more likely to make the mistakes that get him angry. Also, he doesn't know the effect his anger has on me because I've never really

13. Looking at your statement of the problem up to now, ask yourself whether you have explored sufficiently your own contribution to the problem in terms of the things you do (or neglect to do) which might be adding to the problem. If you've already done this, scan page 14, answer it if you wish, and then go on to page 15.

14. Stage #4. The problem as I see it now, including recognition of what I am doing or neglecting to do, is as follows:

15. When you have gone through Stages 1 to 4 in your thinking about your problem, you may find that you now have a clearer, more useful way of looking at it. You may also find that some of your feelings about the situation have changed or are beginning to change. This could mean that negative, uncomfortable feelings become less intense or less upsetting.

Think for a few minutes about changes in your awareness and feelings about your situation which have taken place or might take place. Turn to the next page and write about these changes, if any.

16. As a result of this analytical process, the following changes in my awareness and in my feelings have taken (or are taking) place:

17. Another result of going through Stages #1 to #4 is that you may begin to see specific changes in your behavior which might be appropriate. (This could well mean doing something which you've never tried before.) Think for a few minutes about specific changes in your behavior which might be appropriate for your problem. Then turn to the next page and write about these changes, if any.

18.

In relation to the problem as I've described it and any changes in awarenss and feelings which I'm experiencing, the following specific changes in my behavior would be appropriate:

19. At this point, you need an opportunity to try out the changes in behavior which you have described on page 17. In preparation for this, review and picture in your imagination the changes in your behavior which you have decided upon. Now think about how willing you are to actually try out these changes. (How would you rate your willingness to change on a scale of 1 through 9, with 9 being "very willing?"

Remeber that the solution to your problem depends, at least in part, upon your behavior, your feelings, your attitudes, and your willingness to change.

20. This concludes this problem-solving cycle. If the problem situation does not seem completely resolved, (or if you are now facing other, similar problems), you may go through the problem-solving cycle again in an attempt to more fully describe your problem and your alternativea.

Note: You may be facing now a different kind of problem; for example, you may be striving to overcome barriers to accomplishing things you or your organization want to accomplish. If so, this problem-solving cycle can also be used effectively by you to gain a better way of looking at what you want to accomplish and the barriers to your doing so. This P.A.P. can be used for any problem or challenge of concern to you that you can relate to yourself.

CONSULTATION EXERCISE

Note: *This exercise has been adapted from a design developed by N.T.L.*

Description

This is an exercise in how to give and receive help on a real problem. Participants work in four-man groups in which members are designated by the letters O, P, Q, and R. At least two hours should be set aside to complete it.

Objectives

To expose participants to two different types of advising.

To promote personal reaction to advice giving.

To encounter a personal problem and exposure to possible solutions.

To develop sensitivity in observation.

To develop an awareness of behaviorial relationships.

Ideas for Implementation

Since this exercise involves more personal feelings, sufficient time should be provided to help develop a receptive climate. Individuals will more likely expose feelings when the climate is relatively safe.

CONSULTATION EXERCISE

General Instructions

Divide into groups of four. Each member is given a letter - O, P, Q, R. One of the four (P) presents his problem; (R) offers one kind of help in accord with instruction he has received; (Q) then presents a different style of help in accord with his instructions; while (O) observes (P's) reaction to the two styles of giving help. At the end, there will be a discussion of how each member felt during the exercise. (O) will be responsible for keeping the exercise on approximately the schedule shown below.

Time Flow

15 minutes	Four-man groups assemble, (P) tells the other three about his problem, indicating the help he needs.
5 minutes	Period of quiet reflection while (R) and (Q) think about how, in accord with their instructions, they can best help. (O) serves as time-keeper.
10 minutes	(R) and (P) talk together as if the other two were not present. (O) and (Q) silently observe.
10 minutes	(Q) and (P) talk together as if the other two were not present. (O) and (R) silently observe.
10 minutes	(O) reports his observations.
10 minutes (Q)	(P) reviews his feelings and ideas as he told about his problem, reflected on it, talked with (R) and with (Q) and listened to (O).
15 minutes	All members receive copies of all instructions and the four men focus discussion on the differences between the (R) method and the (Q) method of giving help.
15 minutes	All groups reassemble for concluding discussion.

Instructions: Q

1. Listen thoughtfully to the problem as presented.

2. Your task is to not give any advice or cite any experience of your own or others. Keep probing or bring out new angles. Keep responsibility for the answer on P himself. You will have succeeded if you enable him to redefine his problem, seeing the difficulty as due to rather different factors than those he originally presented.

   It is not easy to ask helpful questions. This is not a cross-examination, to fix blame. It is better to ask open ended questions rather than those which can be answered "Yes: or NO". It is not necessary to dig for every factual detail. The idea is to help P keep thinking aloud. Your mood should be ruminative and reflective, not aggressive or argumentative. Begin in accord with his present line of thought and move along with him.

CONSULTATION EXERCISE

Instruction: R

1. Listen thoughtfully to the problem as presented.
2. Respond with either of the following types of help:
   - (a) Recall and describe a similar experience you or someone you know had to deal with. Tell what you or he did to solve it. If P doesn't accept this, and you still see it as a good solution, explain further.
   - (b) Recommend, order the steps you would take if you were in his situation. If P doesn't accept some of these, make other proposals until you hit on something he finds helpful. Be constructive.

Instruction: P

1. Choose a problem on which you would like to help. It may lie in your personal life, family, job, or community affairs. It should meet the following criteria:
   - (a) Urgent. You really care. You have thought a lot about it. It is important. Something will have to be done about it when you go home.
   - (b) Human Relations. The heart of the problem should lie in relations with another person or with a group or groups.
   - (c) Limited. You will have 15 minutes to tell about it and a half-hour to discuss it. It should be simple enough to permit you to convey the issues clearly in the limited time.
   - (d) Yours. You should have a responsibility in dealing with the problem.
2. Join freely and genuinely in the discussion -- first with R later with Q. Try to get help from them. Test out their suggestions and employ their ideas. Ignore observer(s) and trainer.
3. Note your feelings as they change during the discussion; try to connect changes in feeling with what R and Q say and do.
4. After the discussion, you will have 5 minutes to tell the small group how you felt as the conversation went on, and what ideas you now judge to be fruitful and helpful to you for dealing with this problem.

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CONSULTATION EXERCISE

Instructions: O

1. Listen thoughtfully to the problem as presented.

2. As you observe the discussion between P and R note:

   (a) What you think were the unspoken feelings of each as the talk went along.

   (b) Which proposals from R seemed helpful to P and which were duds. Try to distinguish between P's polite appreciation and his real feeling of progress on the problem.

3. As you observe the discussion between P and Q note:

   (a) What you think the unspoken feelings of each as the talk went along.

   (b) Which questions from Q seemed to bring real insight to P and which were just unproductive cross-examination. Again, distinguish between courteous thanks and a real change in orientation.

4. You are also to be time-keeper throughout the exercise. Don't be too rigid; listen for the appropriate stopping place at about the time indicated on the flow chart.

LEADERSHIP LINE EXERCISE

Description

Leadership line is a rather simple exercise involving participants arranging themselves in a straight line. Their position in line is determined by how they feel they rate in importance to their colleagues. Participants stand in front of those whom they feel more important than.

Objectives

To reveal relationships within a working staff of people.

To expose self concepts and leadership influence.

To expose and deal with conflict in leadership roles.

To provide data for an examination of the human relations within a group.

Ideas for Implementation

A useful exercise when dealing with a group from the same institution. It provides opening data for the group to react to. It can lead to an examination and renewal of the power relationship often found in institutions.

DIMENSIONS OF CO-OPERATION EXERCISE

Note: *This exercise was developed by N.T.L. It is described in more detail in the book Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa - on page 143.*

Description

This is a non-verbal exercise which concentrates on co-operative concepts. Participants are divided into groups of five, with one observer. Each of the five members is given an envelope containing pieces of paper for forming squares of equal size. The task is not complete until each individual has before him a perfect square of the same size as that held by others. Further rules and explanations are stated on the exercise instructions on the following page. The designs for the squares are included.

Objectives

Help individuals become aware of their co-operative efforts.

Establish a means of becoming aware of non-verbal cues.

To make aware the leadership patterns developed.

Provide a means to explore feelings (dialogue after exercise).

Ideas for Implementation

This exercise works well when combined with other exercises such as NASA and confrontations. It is useful because it helps explore non-verbal communication, and can lead to a feeling level of dialogue.

INSTRUCTIONS TO THE GROUP FOR DIMENSIONS OF CO-OPERATION

In this package are five envelopes, each of which contains pieces of paper for forming squares. When the signal to begin is given, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise;

(1) No member may speak.

(2) No member may ask another member for a card or in any way signal that another person is to give him a card.

(3) No member may take a card from another member.

(4) Members may, however, give cards to other members, but not indicate how it is to be used.

(5) No member may assemble or attempt to assemble a square for another member when he has a completed square before him.

(6) Pieces must be given to an individual not placed in the center for anyone to accept.

(7) There is no time limit.

OBSERVERS
Watch for:

1. Individual member of the group to "withdraw" from the group when he or she has a square completed. (Name the person - describe the sequence of action of involvement after that point.)

2. Who leads the way in helping others build rather than being concerned about building their own square. (How was this carried out?)

3. Concern of members of the group when one member has the square assembled wrong. How was this concern shown?

4. Leadership in a non-verbal activity from someone that does not usually show leadership in a verbal activity. (Who and how was it shown?)

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5. Frequency of the breakdown of rules. Stop any violation of the rules by reading the specific rule being violated.

6. Other things to watch for:

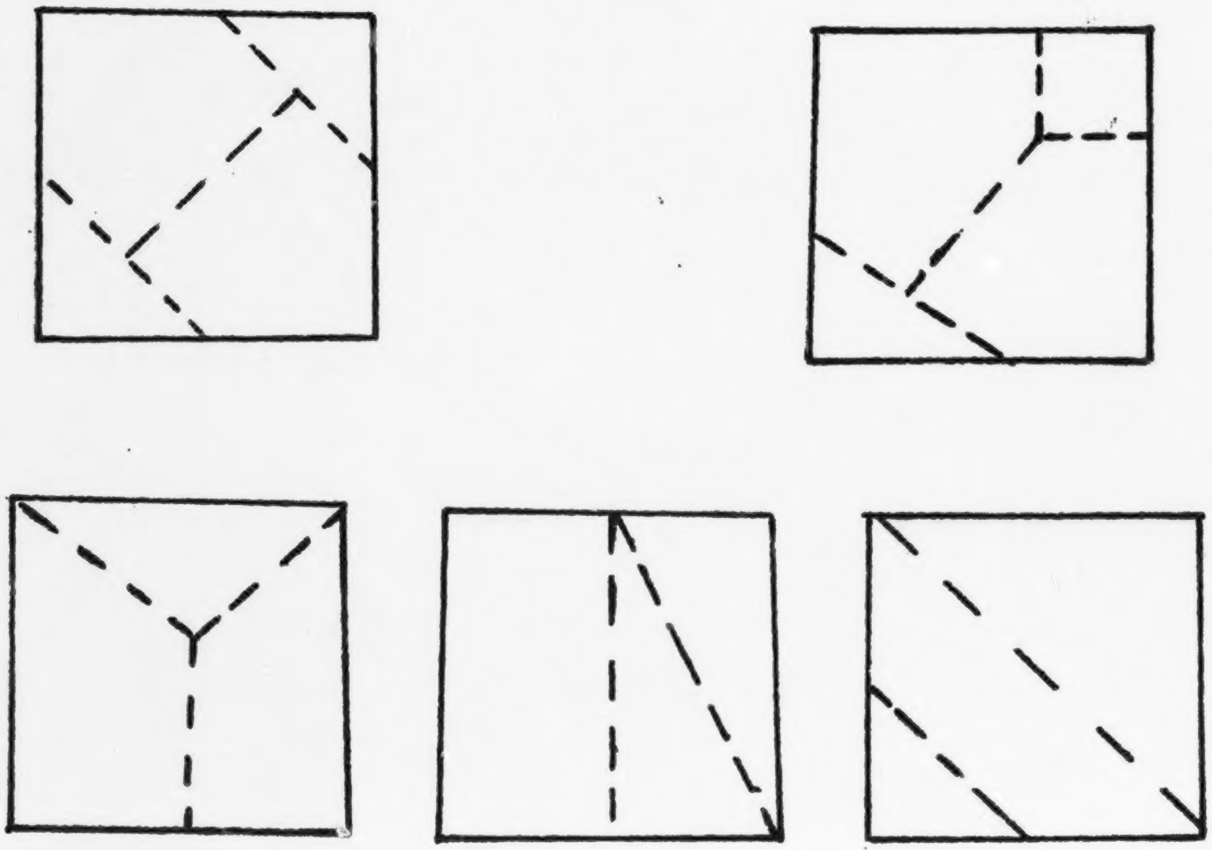
    1. Who first leads the way in giving pieces?
    2. Smiles of "smerks" from someone who has a complete square and is laughing at the person who hasn't completed it.
    3. Who is the first to break up a "completed" square to help someone else?
    4. The way people "protect" a completed square, arms around it, hands on top of, or putting it to one side. Then looking to see if they can help but not with the thought of doing so at the expense of breaking a "completed" square.
    5. Checking envelope rather than breaking up square.
    6. Looking on floor for missing pieces rather than breaking up squares.
    7. Shift on involvement from interested, slightly frustrated and withdrawal, then reinvolvement.
    8. Sliding back from the table when square is completed.
    9. A common approach of giving all the pieces to one person, he makes a square, passes what is left on to the next until the last person has the job of putting together what is left, while the rest of the group watch.
    10. The person who is willing to give a completed square to someone with the hopes that that person will then give the pieces to the giver.
    11. Increase of rule violation as frustration builds.
    12. The shift of the way the pieces at first are "gently passed to others and toward the end they were almost being thrown."
    13. Skepticism appears - thinking that maybe it is a trick, people try "folding" pieces to fit the need.
    14. Someone who will put their pieces on their lap.
    15. Throwing a piece on the floor.
    16. The ignoring of rules we do not like.

AFTER SQUARES ARE COMPLETED

You as the observer tell your group what you saw in the activity and then encourage the group to discuss their feelings along the line of how they felt when:

1. They were the only one who didn't have a square completed.
2. The person having the part needed didn't see it.
3. They finally broke up a square to help someone else.
4. They were breaking the rules.
5. They withdrew from the group for a time.
6. They saw another member smiling at them over his completed square.
7. Other feelings they had.

(SOLUTION)



AWARENESS OF ROLES EXERCISE

Description

An exercise which concentrates on various behavior patterns and how they serve or hinder a group. Roles used in this exercise are classified within three categories; maintenance, task, and individual. A definition and general behavior pattern of each is described on the exercise sheet following.

A group is given a topic to discuss with each member assigned one of the roles described. After the discussion the group reacts to the process in relationship to the various roles, concentrating on the hindering and helping factors.

Objectives

To help participants become aware of various behavior patterns and how they affect a group.

To help become aware of the complexity of behavior.

To establish a means of identifying various behavior patterns.

To promote awareness of self.

To help identify hindering and facilitating factors in group discussions.

Ideas for Implementation

1. When dealing with a group from the same institution who have to work together, this exercise can be used to help expose the working relationship. From a pre-meeting data sheet, information can be gathered relating to some of the concerns (e.g. discipline, staff relationship). One of these concerns is used as the topic of discussion. After the exercise, participants can reflect on the possibility of the actual working relationship practiced in the staff.

This exploring can lead to new possibilities.

2. Can be used to loosen up a new group. When there is a general topic and rules assigned, participants usually exaggerate the behavior patterns and take them lightly. Reflections afterwards, can become more serious in terms of cause and effect.

AWARENESS OF ROLES IN A GROUP

Specific statements and behaviors may be viewed at a more abstract level than the content or behavior alone. They may be viewed on the basis of how they serve group or individual needs. The perception of these patterns of behavior is called a role. Roles may be classified in several ways:

Maintenance Roles - roles which serve to keep the group functioning as a group and only indirectly lead to the accomplishment of the task of the group.

Task Roles - roles which directly aid the group in the accomplishment of goals or in the solution of problems.

Individual Roles - roles which satisfy individual needs but often hinder group progress.

Roles are not played consistently by individuals; they change in different kinds of groups and at different times in the same group, they overlap. Some of the roles frequently played are thumbnailed below:

1. Harmonizer
    a. Attempts to reconcile disagreements.
    b. minimizes conflict.
    c. "Lets you and he be friends" approaches, reduces, tension.

2. Blocker
    a. Interferes with progress of group.
    b. Keeps group from getting it's work done.
    c. Goes off on a tangent.
    d. Reacts negatively to all suggestions.
    e. Cites personal experiences unrelated to problems.

3. Flier
    a. Won't, can't deal with situation.
    b. Avoids confrontation.
    c. Changes subject.

4. Helper-Facilitator
    a. Opens communication by encouraging others.
    b. Is warm and friendly - making it possible for others to make contribution to group.
    c. Clarifies issues.

5. Intellectualizer
    a. Puts discussion on a high plane.
    b. Gives little lectures on theories.
    c. Talks about "Basic Concepts" or "It is Known That."

6. Nonparticipant
    a. Acts indifferent or passive.
    b. Doodler - daydream.
    c. Withdraws from group by using excessive formality or verbally perhaps by whispering to others.

Awareness of Roles in a Group
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7. Learner
    a. Relies on authority or sanction of others - "My principal says that," or "Research indicates that."

8. Fighter
    a. Agressive
    b. Works for status by blaming others.
    c. Deflating ego of others.
    d. Shows hostility against group or some individual.

9. Initiator
    a. Suggest new ideas.
    b. Proposes solutions.
    c. New attack on problem.
    d. Definitive
    e. Organization of materials.

10. Joker
    a. Clowning
    b. Horsing around.
    c. Joking
    d. Mimicking others.
    e. Disrupting work of group.

11. Dominator
    a. Interrupts others.
    b. Launches on long monologues.
    c. Tries to assert authority.
    d. Dogmatic.

PROCESS OBSERVATION GUIDE

Note: *Along with the role playing exercise the following observation sheets can be used by members not included in the discussion. These people become observers of the process. The outlined observation sheets help individuals learn some observation skills.*

1. Is anyone dominating discussion?

2. Are people being cut-off in talking?

3. Are people listening and hearing?

4. Are people saying what they think and feel?

5. How do decisions get made?

6. Are people tense or comfortable?

7. Are people being real, or "phony"?

8. Are people being trusting, or cautious?

9. Do people seem friendly or strange?

10. Are people caring about each other?

11. What kind of looks are people giving each other? Or hiding from each other?

12. Is eye contact being established between people?

13. How are people sitting in relation to others?

PROCESS OBSERVATION

Number the group participants - - Indicate by number on this from the verbal participation of each.

TASK FUNCTIONS

Initiation. . . . .
Proposing tasks or goals for problem solution.

Seeking Information . . . .

Giving Information . . . .

Clarifying . . . .
Elaboration - Interpreting - Defining -

Summarizing . . . .

Consensus Testing . . . .

MAINTENANCE FUNCTIONS

Harmonizing . . . .
Reconciling Disagreements - Reducing Tension - Exploring Differences -

Gate Keeping . . . .
Helping keep communications channels open - Facilitating Participation -

Encouraging . . . .
Warm - Friendly - Responsive - Acceptance of others -

Compromising . . . .
Admitting Error - Modifying in interest of group cohesion or growth -

Standard Setting . . . .
Pointing out explicit or implicit norms -

SELF - ORIENTATION

Identity . . . .
Who am I? - Where do I fit?

Goals & Needs . . . .
What do I want? - What have I to offer?

Power, Control, Influence . . . .
Who will control? - How Much Power and Influence do I Have?

Intimacy . . . .
How close will we get to each other? - Trust

Blocking . . . .
Impeding process of group growth and development

FEEDBACK EXERCISE

Note: *This exercise is adapted from "The Micro Lab" by Dr. Ralph L. Miller, San Diego State College, San Diego, California.*

Description

Participants are divided into two equal groups. Group A meets in a circle while Group B sits on the outside. Each member in Group B observes one member in Group A. Group A discusses a topic, suggested by the leader, for five minutes (e.g., becoming a group, discuss feedback, what hinders a group, what behavior best helps a group). After the five minute discussion, there is a three minute feedback in which each member in Group A will receive feedback from one assigned person in Group B.

The theme of the feedback is to reflect on the person behavior in two dimensions, what was his best contribution, behavior wise, and what was his poorest contribution behavior wise. Following the feedback session, Group B goes into the circle and Group A observes. Each member in Group A observes the same person who observed him when he was in the circle.

After A & B have been in the circle, they change partners according to the schedule below. The rotation process is repeated until all members have received feedback from one another.

Objectives

Help promote an awareness of personal behavior pattern within a group.

Develop an awareness of personal behavior in relation to others.

Develop a sensitivity to others behavior.

Help one become aware of positive and negative behavior patterns as reflected by others.

Provide a technique for improving communications.

Ideas for Implementation

Best used when a group has reached a stage where exchanges and dialogue is relatively open. At least two to three hours should be available to provide for reaction after the exercise.

"THE MICRO-LAB"

Partnership Rotation Schedule:

Round	Subgroup	10 Participants	11 Participants	9 Participants	8 Participants	Round
I	A	1 2 3 4 5	1 2 3 4 5 x*	1 2 3 4 x	1 2 3 4	I
	B	6 7 8 9 10	6 7 8 9 10 11	5 6 7 8 9	5 6 7 8	
II	A	1 2 3 4 5	1 2 3 4 5 x	1 2 3 4 x	1 2 3 4	II
	B	10 6 7 8 9	11 6 7 8 9 10	9 5 6 7 8	8 5 6 7	
III	A	1 2 3 4 5	1 2 3 4 5 x	1 2 3 4 x	1 2 3 4	III
	B	9 10 6 7 8	10 11 6 7 8 9	8 9 5 6 7	7 8 5 6	
IV	A	1 2 3 4 5	1 2 3 4 5 x	1 2 3 4 x	1 2 3 4	IV
	B	8 9 10 6 7	9 10 11 6 7 8	7 8 9 5 6	6 7 8 5	
V	A	1 2 3 4 5	1 2 3 4 5 x	1 2 3 4 x	1 2 3 4	V
	B	7 8 9 10 6	8 9 10 11 6 7	6 7 8 9 5	5 6 7 8	

(Rounds VI through X Same as I through V, ---- *An "x" indicates that for that particular "round," the person paired with "x" does not have a partner. This only occurs in odd-numbered groups.

FRED LITTLE EXERCISE

Note: *Reproduced with the permission of Dr. Thomas Bennett, George Williams College, Downers Grove, Illinois.*

Description

A simulation exercise which examines group process especially in relation to acceptance, rejection phenomena, individual differences, conflict management and group concensus.

Objectives'

Any of the following objectives could be the theme of this exercise.

Develop a method of understanding and dealing with conflict.

Examine communication problems.

Focus on assumptions about supervision and supervising relationship.

Examine difference in values relating to low and high punitive attitude.

Ideas for Implementation

1. A useful exercise to help produce data to examine communication patterns within a group.

   Individuals read the Fred Little story and then individually decide which is the best way to respond. One choice is made from the list attached to the case study.

   After the individual coice has been made, the group proceeds to discuss and rationally support their view while trying to reach a consensus.

2. Another method of using this exercise is to divide the group after their selection into high and low punitive scores, (1-3 being low punitive, 5-8 being high punitive).

Each of the compatible groups discusses for ten minutes their choices. After this, move two members from each group to the other. Assign two observers to each group to notice how the group reacts to persons not agreeing and how the group handles the conflict.

FRED LITTLE

Fred Little, who has worked for the National Gas and Oil Company as a pipefitter for a year and a half, has just recently been elected to a new post in his local union. In his short time with the Company he has made a good showing on the job and has also made many friends with the other workers. Before being employed by the National Gas and Oil Company he worked as a lathe operator for a local machine tool company. Fred quit his previous job after he and two other men had argued violently with their foreman one afternoon at the plant. The argument centered around a disagreement as to the way an operation should be performed. Subsequent studies proved Fred right. After quitting, Fred had difficulty getting another job. During these months of unemployment, medical bills and other debts piled up.

Now a new problem has arisen for Fred. His wife is due for an operation next month and he has been nervous and irritable. His fellow workers have noticed that he has become quite moody and argues at the drop of a hat. On Friday Fred's foreman, Mr. Harvey, caught Fred smoking on the job. This is against the formal rules although, unofficially, it is known that some of the workers do smoke from time to time. This is the first time Fred has smoked on the job, and he feels that Mr. Harvey is just making an example out of him to show others "who is boss". Fred knows the penalty for the "no smoking" violation; a three day layoff without pay. He can't afford the cut in his wages. Yesterday he went to the union steward, John Williams, with his problem. Williams knows Fred to be a conscientious worker, who, as far as he knows, has never smoked on the job before. He is willing to make an issue out of the incident, especially since he believes the "no smoking" rule is not fair because smoking does not create a safety hazard on this job.

Williams has taken this grievance to you, Fred's foreman, as the first step in the grievance procedure. You must decide what to do with Fred Little.

______1. Don't penalize Fred. Revise the "rule book" so that a penalty is not applicable to a smoking violation.

______2. Give Fred a second chance by not penalizing him for this first offense. At the same time, discuss the problem with him to see if he has any suggestions concerning the rule as far as the other workers are concerned.

______3. Don't penalize Fred this time, but make it clear that he is getting by with it only because Williams, the Union steward, is complaining about it.

______4. Give Fred a reduced penalty of a two-day layoff without pay plus a sound reprimand.

______5. Make it clear that the rules are made to be enforced although Fred can forfeit the three days anytime in the next two months.

______6. Enforce the rule as it stands; give Fred the 3-day layoff.

______7. Enforce the rule and reprimand Fred severely for the infraction, making it clear to him that it is going in on his company record.

______8. Because of his poor record with a previous company, Fred should be fired.

BIBLIOGRAPHY

The following books relate in varying ways to the suggested thrust of these designs. Some contribute to the specific procedure in groups and suggest other exercises than the ones enclosed, while others deal with the broader concept of change. They relate to the changing world we live in and offer interpretations of what is happening. Both contribute to helping establish a broader base to understanding adn creating a more rational position for changing leadership and personal relationships.

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